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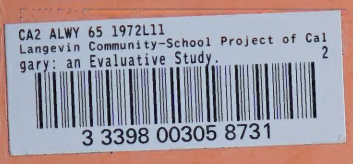
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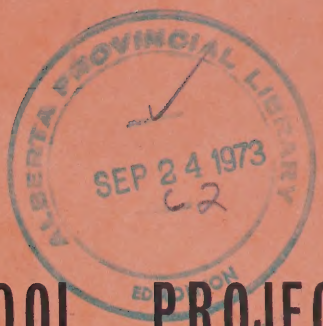
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LANGEVIN COMMUNITY-SCHOOL PROJECT OF CALGARY:

AN EVALUATIVE STUDY

Jean-Marc Lemire
Planning and Development

DEPARTMENT OF CULTURE, YOUTH AND RECREATION
GOVERNMENT OF THE PROVINCE OF ALBERTA

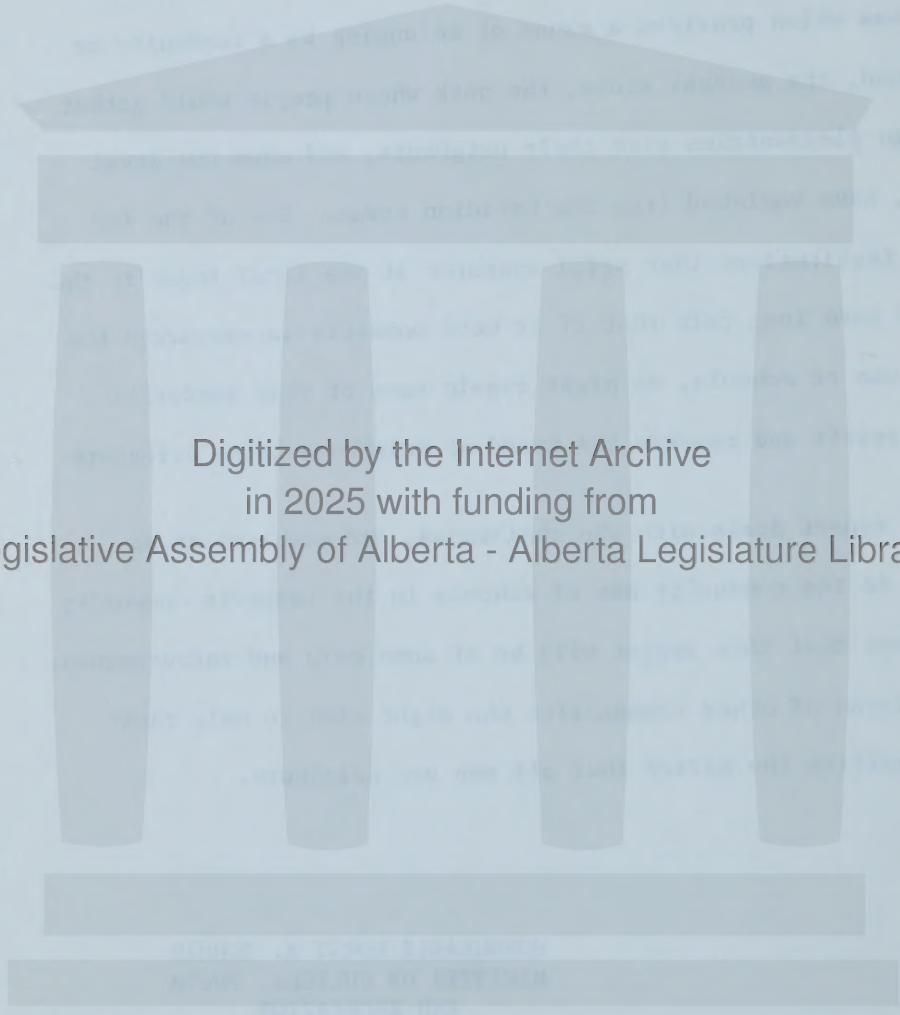
1972

MINISTER'S FOREWORD

We are very concerned in these times with the disappearance of a feeling of community spirit from our urban areas. Many of the institutions which provided a sense of belonging to a community or neighborhood, the general store, the park where people would gather to exchange pleasantries with their neighbors, and even the local newspaper, have vanished from the Canadian scene. One of the few remaining institutions that still operates at the local level is the school. I have long felt that if it were possible to encourage the community use of schools, we might regain some of that wonderful community spirit and reverse the trend of neighbors being strangers.

This report deals with the challenges, and problems of an experiment in the community use of schools in the Langevin community. It is my hope that this report will be of some help and encouragement to the citizens of other communities who might wish to help their citizens reaffirm the belief that all men are neighbors.

HONOURABLE HORST A. SCHMID
MINISTER OF CULTURE, YOUTH
AND RECREATION



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ACKNOWLEDGEMENT

I wish to thank Miss Lark Simper for conducting the citizen's survey and the organization representatives' survey. She managed these tasks with the greatest objectivity and with the most desirable level of initiative.

I also want to acknowledge the help of Dr. Elsie McFarland, Mr. Jack Riddel and Mr. Gerry Bruce of this Department; Mr. Bill Dickson of the Calgary Public School Board, and Mr. Wolf Renner of the Calgary Parks and Recreation Department for their logical analysis of the first draft of this Report.

Without the co-operation of the people of the Bridgeland-Riverside District who were contacted, and particularly the people directly involved in the Project - Mr. George Swales, Chairman; Mr. Ron Johnston, Director; and the two successive school principals, Mr. Don Campbell and Mr. Art Jordstadt, this Report would not have been made possible.

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CHAPTER I

NATURE OF THE PROJECT

NATURE OF THE PROJECT

The following six sections present some general data clarifying the nature of the Langevin Community School Project.

Section I

ORIGIN OF THE PROJECT - HISTORICAL SUMMARY

In March 1966 the Langevin School (Elementary and Junior High School), located in the Bridgeland-Riverside District, was destroyed by fire.[1] In 1967, a Board of Directors was created with the assistance of the Calgary Public School Board and the school principal, in order to make plans regarding the nature of the new school. From the discussions of this Board emerged the concept of the Langevin School as a community-school.[2] The concept was summarized as follows:[3]

> "schools belong to the people and should be made available to them as much as possible. Likewise it is felt that education must not be limited to the formal classroom. The community school concept forces the educative process to accept a more comprehensive scope of responsibility for the development of the people of the community. It challenges the old archaic idea that a given number of years of formal education will prepare a person for life. Flexibility should be the password at Langevin. What the local citizenry wants the community school attempts to provide. The school can operate programs that are community centered, using the community to provide "resources" for enrichment. The school building can provide the neighborhood with recreational, cultural and instructional activities."

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1 Campbell, D., The Langevin Community School 1968, Mimeo, p. 3.
2 Ibid, p. 4, p. 6.
3 Langevin Community School Board, A Brief Regarding the Development of a Community Centered School, presented to Hon. R.C. Clark, July 4, 1969.

During the winter of 1968-69, some twenty evening courses were offered to adults and youths.[4] In February 1969, an examination of this winter program was made by the Langevin Community-School Board of Directors. It was concluded that there was a need for a Community-School Director.[5] As a result of two interest surveys[6] conducted in the community in 1968 and 1969, a proposal was submitted in July 1969 to the Minister of Education and Youth, Hon. R.C. Clark, for financial support.[7] In September 1970, a financial agreement between the Provincial Department of Youth (now Culture, Youth and Recreation), the City of Calgary and the Board of Trustees of the Calgary District No. 19, was signed.[8] This marked the start of the official Project.

Section II

OBJECTIVES OF THE PROJECT

Prior to the financial agreement (September 1970), i.e. prior to the official start of the Project, the Department of Youth requested a formal statement of objectives. A set of objectives derived from the needs expressed by the citizens through the Community

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4 Communication from the School Principal, Mr. Don Campbell.
5 Brief, op.cit.
6 Study of Mrs. B. Garbutt, Calgary School Board; Study of Miss Lynn McLean, City of Calgary: no formal reports were presented, but a compilation sheet was available to the researcher.
7 Brief, op.cit.
8 Appendix N shows a copy of this agreement.

School Board and through the above mentioned interest surveys was formulated by the school principal and the Community-School Board.[9]

The following are the official objectives[10] of the Project:

(1) "To provide a comprehensive education for all residents of the Langevin Community-School area. This education must equip an individual with the necessary skills to live a wholesome, satisfying life."

(2) "To provide additional recreational facilities for the extension of opportunities of a recreational nature such as volleyball and basketball."

(3) "To develop a climate for co-operation through involvement that will foster understanding of the role of the various community groups, to encourage the role of the Community Association."

(4) "To develop a climiate for co-operation through involvement of parents with teachers and teachers with individuals and parents."

(5) "To develop a positive attitude in the community so that existing health services can be used and that needed health services can be developed for the total use of the community."

(6) "To strengthen and broaden the Langevin School Association to involve itself in positive appraisal study of curriculum and student needs."

The following are the official "needs" which were seen as suggesting the above "objectives", and, the official "procedures" which were envisaged as logical steps to reach the "objectives":

---

9 Letter from Don Campbell, Principal, Langevin Community School, to the Researcher, January 26, 1971.

10 Langevin Community School Needs and Objectives, mimeo, p. 4.

NEED	PROCEDURE
1. A. Evening classes beyond the Grade 9 level for those working in the daytime.	A. Establish classes in the evening in mathematics, etc.
B. English classes for New Canadians.	B. Encourage correspondence students to return to school at least once a week in the evening to consult with a teacher re progress, seeing also that they may have the use of the library, science room, etc.
C. The opportunity for ethnic groups to be educated in their own language.	C. Establish classes for New Canadians and use the present facilities. At present we have only children's daytime classes in Calgary. These teachers should be used as resource personnel and their extensive equipment used to help adults.
D. Library use by the community people.	D. Open the library in the evening. The Home Economics room will be used for sewing classes and such class rooms as may be required for programs of a formal and informal nature, e.g. adademic up-grading and general interest courses such as cooking, woodworking, etc.
2. A. Recreational facilities close to the main thoroughfare - First Avenue.	A. To assess present recreational services and program opportunities presently offered in the community.
B. Space for lack of indoor recreation by Church groups, individuals, community groups, athletic teams, scouts, brownies, etc.	B. To determine the program "gaps" in the light of implementing the following: (a) the gymnasium must be open for church groups, community recreation activities, public gatherings, etc.

* For discussion of matching of needs and procedures, see page 25.

NEED	PROCEDURE
2. cont'd...	(b) staff workroom, conference rooms, classrooms, etc., used for public meetings, business meetings, etc. (c) the art room for craft classes, art classes, and exhibits.
C. A place to further skills in cultural endeavors, such as ceramics, oil painting, hobbies, etc. D. A place for business meetings and community gatherings. eg. Co-op.	
3. To establish a rapport based on mutual trust in and among associates, associations, and special interest groups in the community.	3. Through formal and informal meetings such as conferences, workshops and social events, brain storming sessions, and personal contact.
4. Rapport with individual teachers so that each will understand his involvement and know his role in the community-school.	4. A. Teacher visitation to the home at least once a year. B. Parent visitation to the classroom at least once a year. C. Special meeting explaining the report system. D. Activation of Home and School Association as an "action" group within the Community.

NEED	PROCEDURE
5. An extension of health services into the school.	A. To encourage the development of seminars on health matters. (1) Immunization (2) Eye care (3) Teeth care, etc. B. To encourage the Board to allocate medical attention in our schools. (1) More nurse's time (2) More doctor's time C. To encourage involvement with Senior Citizens through home visitation. D. To encourage the young people to come to the school to share socialization problems and help the school administration change and adapt to a new world.
6. Community and staff to influence education for "day school students" so that curriculum is relevant for today's need.	6. Encourage community interest in the Langevin School Association at the community level.

Section III

ADMINISTRATIVE STRUCTURE

In order to guarantee the realization of the above objectives, the "financial agreement" essentially stated the type of administrative structure which needed to be established (see Appendix A). This structure was established, and later enlarged upon with an Advisory Council. The basic administrative components of this structure are as follows:

(1) The Langevin Community School Authority: This body consists of a representative of the three funding bodies of the Project. The role of the authority is essentially to control the funding of the Project, to ensure that an evaluation of the Project is conducted, and to report to their respective bodies the development of the Project.

(2) The Langevin-Community School Board: This body consists of three elected representatives of the Langevin area, three elected representatives of the Bridgeland-Riverside Association; and three appointed representatives of the Authority. (It is very similar to the Community-School Board which existed prior to the "financial agreement".) The role of the Board is essentially to control or guide the administration of the Project through the Community-School Director and to report quarterly to the Authority.

(3) The Community-School Director: This person was appointed by a Committee comprised of representatives of the Public School Board, City Parks and Recreation Department, and the Bridgeland-Riverside Community Association. This person was held responsible for the

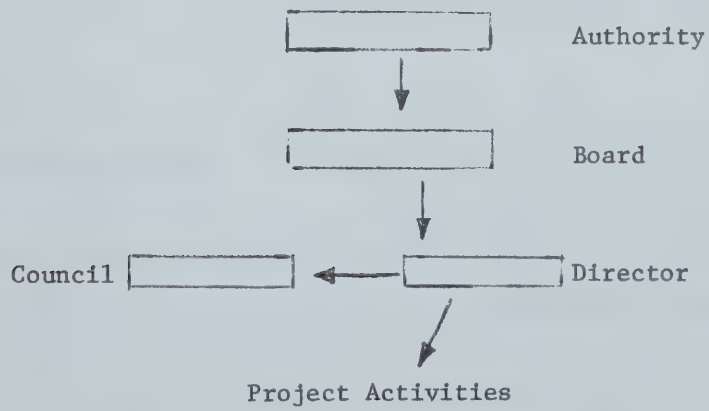
management of the Project and was to report to the Authority and to the Langevin Community-School Board of Directors. (It might be noted that this procedure slightly differed from the one stated in the Agreement: Appendix A, Section 9).

(4) The Community-School Advisory Council: In order to perform his role, the Director established (December 1970) a Community-School Advisory Council.[11] This body consists of as many community leaders (mainly organization representatives) as possible (approximately 20). The role of this council was essentially to assist the director in his efforts to realize the project's objectives.

Figure I provides a general view of these basic administrative components of the Project.

FIGURE I

Administrative Authority Structure of the Project



11 Letter from the Community School Director to community leaders and administrators, December 14, 1970.

Section IV

GEOGRAPHIC AND DEMOGRAPHIC AREA

The Langevin area is described by the Calgary Public School Board as the region bounded by 8th Avenue N.E., Nose Creek, Bow River, 6th Avenue S.E., 3rd Street S.E., Memorial Drive, and Centre Street. However, for the purpose of the study, the area has been redefined so as to coincide with the Dominion Bureau of Statistics' enumeration areas.[12] The Langevin area here refers to the region bounded by 8th Avenue N.E., 6th Street N.E., Radford Road, Renfrew Drive, 7th Avenue N.E., the east railroad, Bow River, 6th Avenue S.E., 3rd Street S.E., 5th Avenue S.E., 1st Street S.E., 4th Avenue S.E., Center Street S.E., 9th Avenue N.E., and the Edmonton Trail. This new area is, in fact, not much different from the original one.

In terms of the demographic area, the Langevin area as redefined, includes the following enumeration areas (1966): 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 21, 27, 29, 57, 58, 59 and 60.

Section V

BASIC DEMOGRAPHIC DATA

In 1966, there were 12,323 persons living in the Langevin area (latest population data available). This represented about 4% of the

---

12 Provided by the Population Laboratory, Department of Sociology, University of Alberta, and based on D.B.S. data of 1966.

total Calgary population (326,489). Also, there were 3,041 families, again representing about 4% of the Calgary families (77,715). As is usually the case, there was a greater number of households than families. The number of households was 4,247. One explanation for this higher number of households is the fact that many households contained one individual. In fact, the Langevin area had nearly twice as many (23.3%) one person households as Calgary (14.9%). Other points of comparison can be made in terms of the age distribution and of the distribution of number of persons per family. There was a smaller number of young children, but a greater number of people between the ages of 20 and 30, and over 50 living in the Langevin area, than in the total Calgary area. Also, there was a smaller number of four person (or more) households in the Langevin area than in the total Calgary area.

Section VI

SITE OF OPERATION

The headquarters of the Project was situated in the Langevin School. Office space for the Director was provided there and rooms for programming were also readily available after the regular academic periods. This, in fact, explains to a great extent the involvement of the Calgary Public School Board in the Project as it is referred to in the financial agreement (Appendix N).

CHAPTER II

EVALUATION OF THE PROJECT:

INTRODUCTION

EVALUATION OF THE PROJECT: INTRODUCTION

The total evaluation of the Project is based on two general sets of findings. The first set of findings refers to what the Project has accomplished in terms of its official objectives. This means the presentation of evidence which would suggest the extent to which the objectives of the Project have been met. This examination is made in Chapter IV and is entitled "Study of Expected Consequences of the Project".

The second set of findings refers to what the Project has accomplished but did not intend to (according to its official objectives). This means the presentation of evidence which would suggest the extent to which the Project has an "unexpected" impact on some systems or people related to the Project. This examination is made in Chapter V and is entitled "Study of Selected Unexpected Consequences of the Project".

A series of conclusions is presented in Chapter VII and these conclusions are stated so as to lead to a set of recommendations presented in Chapter VIII. A review of the various meanings of the term "community-school" is presented in Chapter VI.

In order to obtain all evidence needed for this evaluation, the researcher has reviewed selected "documents" of the Project, and

has interviewed selected individuals in the Community. The processes involved in selecting these documents and these people are described in the next chapter entitled "Methodology".

CHAPTER III

METHODOLOGY

METHODOLOGY

The following three sections should provide the rationale behind the method used to study the Project.

Section I

DEFINITION OF THE PROBLEM

The problem involved here refers to various areas of concern expressed by the people related to the Project. These areas can be listed under three major headings:[1] (a) Manifest functions, (b) Latent functions, and (c) Functional requirements.

A. Manifest Functions

In this study we used this expression as the "intended" results of the Project or as the "expected consequences" of the Project. Since the Project had formal objectives, these were used as a yardstick to evaluate what had happened during the Project. This concern of evaluating the Project according to its objectives was mainly expressed by the funding bodies of the Project (referred to here as the "Authority").

B. Latent Functions

In this study we used this expression as the "non intended"

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1 This terminology is based on Merton's model for functional analysis as stated in: Merton, R.K., On Theoretical Sociology, New York, Free Press, 1967, pp. 104 - 109.

results of the Project or as the "unexpected consequences" of the Project. This meant the examination of the Project results with a view to what was not referred to in the objectives. Since there could be a multitude of "unexpected consequences" of a particular project the attention was centered on only some of them. What made us select one unexpected consequence instead of another were the concerns expressed by the Authority (funding bodies) and by members of the Board (major administrative body). These major concerns dealt with the teaching staff, the Community's attitudes towards the Project, and the Community as a whole.

C. Functional Requirements

In this study we used this expression as the need for the deletion or the development of some aspects or components of the Project in order to maximize the realization of some of its objectives. This meant the examination of the Project's basic components,[2] (objectives, structure, resources, modes of operation, boundaries and feedback) in terms of a more effective way to proceed as a Project. This examination was limited due to the researcher's lack of knowledge of more effective "community-school" models and consequently is presented in Appendix A.

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2 These elements of a social program can be derived from Katz and Kahn's view of social organizations in: Katz, D. & R.L. Kahn, The Social Psychology of Organizations, New York: Wiley, 1966.

Section II

SELECTION OF THE RESEARCH STRATEGY

At least three general factors contributed to a limitation of the scope of the study and consequently of the strategy or design. The first one refers to the time or situational factor. It was impossible to use the classical experimental approach since (a) the Project was started informally before the researcher was involved. This eliminated the possibility of undertaking an examination of the situation (the Community) before the introduction of the Project, and (b) the Project was to be conducted for a one year period and the researcher had only a few months to complete the study.

The second general factor refers to the availability of a control group and the control of extraneous variables. In a Project of this nature, it was important not to disrupt the "natural processes" which would have occurred if a group of people or organizations had been told not to participate in the Project. This would have created uncontrollable interaction processes.

The third limiting factor refers to the limited scope of the Project. In fact, in a one year period the researcher could not expect a change in unemployment rates, divorce rates, delinquency rates, drop-out rates or other typical indices of social change.

Nevertheless, these limiting factors did not prevent us from attempting to build a strategy of research which would provide appropriate descriptive data and evidence of causality. In some instances it was possible from the records and the people at hand to reconstruct the past[3] i.e. the situation before the Project, as well as the nature of the events and results of the Project so as to be able to determine a certain causality between the Project's elements and the events which occurred in the Langevin area. The types of data needed to ascertain causality explains, in some ways, the narrow scope of the study since these data had to be of a very direct observational nature. In this sense, the design selected could be termed "one-group pre-test/post-test" with built in control of "history", "maturation", "testing", "instrumentation", and interaction among these factors of internal validity.[4]

The above discussion refers only to the study of the manifest and latent functions. The study of functional requirements followed what is referred to as a "system design" i.e. what appears logically to be needed for a system to work most efficiently. This approach was used in a very succinct manner and is far from having exhausted all the models or possible systems. The specific concepts of such an

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3 Also referred to as "retrospective pre-test" in Campbell, D.T., J.C. Stanley, Experimental and Quasi Experimental Designs for Research, Chicago: Rand McNally, 1963, p. 66.

4 Campbell and Stanley, Op.Cit., p. 8.

approach are presented in Nadler and Quade.[5]

Section III

METHOD OF DATA COLLECTION

The data needed for the study was gathered through two basic sources: written material and people.

Two types of written materials were consulted. First, all of the Quarterly Reports of the Project, as prepared by the Director - one on January 12, one on April 20, and one on July 30, were examined. These reports mainly provided evidence related to the realization of the objectives of the Project. Second, there were the Minutes of the meetings of the Langevin Home and School Association, of the Langevin Community-School Board, of the Community-School Advisory Council, and of the Bridgeland-Riverside Community Association. These reports mainly provided evidence related to the unexpected results of the Project.

Seven major groups of people were contacted. The first group was a random sample of community households. The number of households contacted was determined at 435 which represented about 1/10 of the total household population of the Langevin area (see p.10). Due to the impossibility of contacting all the people (about five of them could not speak English), 423 were in fact interviewed. The names, addresses,

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5 Nadler, G., Work Systems Design: The Ideals Concept, Ill. Homewood: Irwin, 1967. Quade, E.S., Systems Analysis Techniques for Planning-Programming-Budgeting: Report P-3322, Santa Monica: Rand Corporation, 1966.

and phone numbers of these people were provided through the City of Calgary utilities list with the cooperation of the City Parks and Recreation Department. The names were derived from the lists (sampling frame) according to the systematic sampling method. The people were mostly contacted by phone.[6] The introductory formula used and the questions asked appear in Appendix H. These people were contacted in order to obtain data on the (unexpected) impact of the Project on the individuals of the Community. They were basically asked if they knew that the Project (some descriptive notes were provided) existed and what they thought about it, i.e. were they in favour or against.

The second major group of people contacted were representatives of probably all formal organizations at work in the Langevin area. Appendix I shows a list of 29 organizations[7] which were assumed to represent all the organizations of the area. This list was provided by the Langevin School Principal and the Community-School Project Director. These were found through the phone directory and personal contacts. The only two groups not directly contacted were the Teen Club and the Italian Club, where it seemed impossible to contact any representatives. In 27 cases it was possible to contact the organizations representative (president, secretary or representative). Most

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6 About 40 households had to be contacted directly since they did not have a phone or a listed phone number.

7 It should be noted that nearly half (12) were churches or religious groups.

representatives were sent a letter in advance (see Appendix J) explaining the nature of the study and along with this letter, a questionnaire (Appendix K) was sent. An interviewer was then sent to meet with each representative in order to complete the questionnaire. The data collected served in examining the expected and the unexpected impact of the Project.

The third group of people contacted was the Langevin School academic staff. This refers to the teachers who taught at the School during the length of the Project (academic year) and the Librarian. The list of the staff was provided by the School Principal. Each of them was sent a letter explaining the purpose of the Project (Appendix L) asking them to complete nine unstructured questions regarding the impact of the Project on their academic activities, resources and their attitudes. Also, questions related to the impact of the Project on the students' attitudes and on the future of the Project were asked. Appendix M presents the questionnaire used. Again, these data were to provide an indication of the unexpected results of the Project.[8] Of the 27 staff members contacted (two of the original 29 had moved away), 16 completed and returned their questionnaires. Of the remaining eleven, five were contacted by phone in order to find out why they had not returned their questionnaire, if they were in favour of the Project as a whole,

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8 The questionnaire appeared to be a good exploratory instrument (except for the first two questions) since most answers provided were generally directly related to the questions asked.

and if they felt that there were any disadvantages to conducting such a Project. It was found that the reasons for not having sent back the questionnaires were: did not have the time (2), was not sure how to answer, i.e. questions were too general (1), and lost questionnaire (2). All indicated that they were in favour of the Project, and only one indicated a disadvantage which was: "deterioration of sports equipment". The six other staff members could not be reached.

The fourth group of people contacted were the members of the Project or those most directly related to same: the Board, the Authority, the Director, and the Langevin School caretakers. These people (except for the caretakers) were sent a copy of the first draft of the study in order to make sure that all the "facts" had been adequately reported and in order to clarify any misleading expressions or terms used. Then the researcher met with them to discuss the first draft of the Report.

The term "Project" is used throughout this report for the following, more specific, terms: people involved in the administrative structure (see p. 7); volunteers or staff recruited to supervise or conduct programs; the activities planned, coordinated or organized through this staff; and the Langevin School as a physical component. There does not appear to be any consequence (misunderstanding) in using the more general term "Project" throughout the Report.

CHAPTER IV

STUDY OF EXPECTED CONSEQUENCES

OF THE PROJECT

STUDY OF EXPECTED CONSEQUENCES OF THE PROJECT

This first part of the evaluation consists of the examination of evidence related to each of the Project objectives in order to determine if the objectives have been met. These objectives were stated prior to the beginning of the Project, and were to guide the conduct of the Project.

However, a problem was apparent. In order to evaluate the Project according to its objectives, the researcher had to make sure that he correctly interpreted their meaning(s). In order to do so the researcher examined (a) the "needs" which were stated as having suggested the Project's "objectives" and (b) the "procedures" which had been envisaged as the logical steps to reach these "objectives". It was found that the statements of needs and the statements of procedures were not always consistent with each other. For example, regarding the need for "public use of the Library" (1.D) the procedure "use the home economics room for sewing classes" (1.D) is suggested; regarding the need for "additional recreational facilities" (2.A) the procedure "assess the present recreation services" (2.A) is suggested. It was also found that some "procedures" were quite vague such as: (4.D) "activation (?) of the Home and School Association as an action (?) group within the community", or (5.D) "to encourage (?) the young people(?) to . . . help the school administration change (?) and adapt to a new world" (?). Consequently, in a few instances, the researcher has felt warranted to use his own interpretation of the

"objectives" of the Project and yet attempt to keep in mind the "needs" and the "procedures" of the Project as stated.

Section I

OBJECTIVE I

"To provide a comprehensive education for all residents of the Langevin Community-School area. This education must equip an individual with the necessary skills to live a wholesome, satisfying life."

This statement can probably be best interpreted as: (a) establishing academic classes after regular school hours for those working in the day-time, (b) establishing English classes for New Canadians, (c) encouraging "correspondence students" to return to school to consult with a teacher, and (d) making available to the public the school library and the Home Economics room.

A. Academic Classes After Regular School Hours for Working People

In his first quarterly report, the Director of the Project stated that "as yet this need has not been met and frankly, from my point of view, there hasn't been much of an indication from the residents that it is of the utmost importance". In the subsequent reports no mention was made of academic classes conducted after regular school hours. However, the researcher believes that a course such as "sewing" might well be considered as an academic

course since it is often taught at school, and since it has direct economic implications (i.e. saving on clothing). One might consider that this objective was met, to a certain extent, since sewing courses were in fact conducted after school hours at the school. A series of four "basic" and "advanced" sewing courses involving ten persons each, were held a few hours a week for a total of nine weeks during the September-December period, 13 weeks during the January-April period, and 13 weeks during the April-June period.[1] It might be mentioned that not only "working people" participated in these courses, but teenagers were also involved (Newsletter, December 1970).

B. English Classes for New Canadians

A series of English classes involving seven persons were held two hours a week for ten weeks during the September-December period. Due to lack of resources, the course was discontinued in the following period but in the summer period (July-August) a five-week course, held every afternoon for three hours, was set up.[2] An average of four persons participated in the course according to communication from the Community-School Director.

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1 Johnston, R.B., First Quarterly Report, January 1971; Second Quarterly Report, April 1971; and Third Quarterly Report, July 1971.

2 Ibid.

C. Encourage "Correspondence Students" to Consult with Teachers

Nowhere in the Quarterly Reports, in the Community Board Minutes, in the Advisory Board Minutes or in the Newsletters was there any direct mention or "appeal" to "correspondence students". The researcher wonders if, in fact, there are any correspondence students living in the community?

D. Make Available to the Public the School Library and the Home Economics Room

As can be noted from the Director's Quarterly Reports, the school library was open every Tuesday and Thursday night for various activities (free reading, studying, etc.). Although the library has been used by up to 60 people at a time, the library as a reading place was used by only a small number of students (five or six). It can be noted that the library has only a few books which might appeal to the adults. (Communication from Community-School Director)

The Home Economics room was used about 18 times after school hours for chinese cooking courses which involved an average of 13 individuals.[3]

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3 Ibid.

Section II

OBJECTIVE II

"To provide additional recreational facilities for the extension of opportunities of a recreational nature such as volleyball and basketball".

This statement can probably be best interpreted as: (a) Assess the present recreational services and program opportunities presently offered in the community, and (b) make available to the public any room in the school for recreational activities as well as for meetings of various natures.

A. Assess the Recreational Opportunities in the Community

To the researcher's knowledge and after questionning the school principal (Mr. D. Campbell) and the Project Director, there does not seem to have been any formal assessment of the recreational opportunities in the community. For example, an inventory of all available recreation facilities in the community has not been prepared (although such a task was suggested at one of the Board's meetings - Appendix C), and an inventory of information on all recreation programs in the community was not undertaken (although such a task was suggested at one of the Advisory Council meetings - Appendix D). It is assumed here that without the two types of information, one cannot adequately assess the recreation opportunities of the community. Two plausible explanations for the absence of such information are probably the lack of resources

to perform this task, and lack of follow-up on the above mentioned suggestions by the Board. In regard to the first explanation, the researcher is aware of the complexity of the task, which is of a research nature, and also doubts that someone on the Board or on the Council could undertake such a task without great difficulties, particularly in terms of scientific methodology. In regard to the second point it can be noted that the matter of surveying the use of facilities was introduced early in the Project and that the topic was suddenly dropped from the Board's agenda after the sixth meeting on December 9, 1970. This attitude of the Board possibly stems from its greater concern over the Langevin School facilities as such.

B. Make Available to the Public Rooms of the School

The class rooms and other rooms in the school were used for about 50 - 60 information meetings (see Appendices C, D, E, F, and G) and for about 40 - 45 types of recreation activities held about 580 times (see Appendix F).

Section III

OBJECTIVE III

"To develop a climate for cooperation through involvement that will foster understanding of the role of the various community groups; to encourage the role of the Community Association."

If this objective means that (a) the Project should bring about greater cooperation among the social groups in the community, (b) the Project should help to understand the role of these various groups, and (c) the Project should help to stimulate the role of the Bridgeland-Riverside Community Association, then the following facts and analysis should provide an indication as to the extent to which this objective was met.

A. Cooperation Among the Social Groups

There is ample evidence which suggests that a feeling of cooperation among many social groups in the community occurred due to the Project. The term "cooperation" here means "minimum" conflict situations and a greater exchange of resources (facilities, staff, money, information) among the groups involved.

There are at least three general indices which suggest that a high level of cooperation occurred among the social groups in the community due to the Project. It would appear that this level of cooperation was greater than that which previously existed, although this is difficult to demonstrate clearly due to lack of appropriate data.

1. The creation of an Advisory Council: There are two facts related to this item which support the above idea of cooperation. First, when the Community-School Director invited organizations' representatives of the area, eighteen out of twenty-eight organizations in the community

responded positively. Second, twelve of these organizations which were represented at the second meeting of the Council, arrived at a consensus as to the objectives of the Council.

2. The internal discussions of four organizations most conceptually and organizationally involved in the Project: These four organizations are - the Community-School Board, the Advisory Council, the Home and School Association, and the Bridgeland-Riverside Association. The examination of these groups' discussions at meetings did not show any particular conflicts existing or arising within each group or between each group, which could have been caused by the Project. On the other hand, the discussions of these groups included, in many instances, the making of plans for activities which were to involve other community groups, including the above mentioned.

3. The perceptions of twenty-eight organization representatives as to the impact of the Project on their organization and their programs: of the 28 organizations at work in the area, no one seemed to have their objectives (of organization or program) disrupted due to the Project. On the contrary, it was felt by some that the Project's activities had completed their objectives or were consistent with their organization's and program's objectives. In addition, it was indicated that a greater community awareness was created, that greater communication was made possible, and that supplementary social or recreation activities were provided.

It was indicated that the Project had some effects on the participants in programs of other organizations. In three cases the number of participants was reported as reduced: it was explained that this was due mainly to lack of coordination of its activities with the Project. In five other cases the number of participants was augmented. It was explained that this was due to greater coordination of activities with the Project, that in using the school facilities it attracted other individuals who became aware of the program, and that the program became more attractive by using better facilities (School). The other organizations indicated no effects.

The Project did not appear to have directly affected the administration of existing programs or the development or deletion of programs. In three instances it was mentioned that possibly the Project organizers had provided creative ideas, and in two instances it was mentioned that a new program was planned due to the proximity and availability of School facilities.

Eight organization representatives reported an effect of the Project on the leadership of their programs. In one instance it was mentioned that the volunteer leaders were more interested in working with the School than with the organizations concerned due to the better facilities available, however, the same organization indicated that the School Project was providing leaders for their programs. The six other organization representatives thought that there were

more leaders available for their programs and that their actual leaders had improved their quality of leadership. It was explained that "natural leaders" were now appearing due to the availability of adequate facilities.

The money available for programming in at least four of these organizations increased due to the fact that they were saving on rental of facilities which were provided free through the Project.

In terms of the greater number and quality of equipment and in terms of facilities, twelve of the organizations contacted agreed that there had been improvement due to the Project. These organizations indicated that they could use additional facilities, including parking facilities during church services, rooms for meetings, and additional equipment such as duplicating machines and gymnasium equipment.

Despite the high level of cooperation among the agencies of the area it appears that a group of Italian-Catholics related to the Italian Club did not feel it was worthwhile to participate in the activities of the Langevin School. (This information was obtained from an indirect source, i.e. a school principal.)

B. Understanding of Other Groups Role

It is assumed here that if we take into account the amount of contact and the degree of cooperation which has occurred (as indicated above) among the social groups in this community, there is a great

probability that each group has a greater understanding of the other groups than they had before the start of the Project.

C. Stimulate the Role of Bridgeland-Riverside Association

If we define the role of this Association as undertaking social, educational, and recreational activities, it would appear that the Project has had the effect of improving its role in some areas.

In such areas of activities such as Chinese cooking, sewing, etc. one officer of the association stated that the B.R.C.A. "did not have the facilities" and consequently that some participants preferred using the school facilities rather than the association's centre. This however, was seen in the context of "full cooperation" as the Executive Director put it. In fact, the Project has helped the Association in many ways, including: its awards night program, its band program, its hockey program (it was decided that without the help of the Director of the Project, there would probably not be any winter sports in the community). The Project also helped in "clearing" grounds and facilities and in the preparation of the community float used at the Stampede Parade. The Association, in fact, seriously considered paying a part of the Project Director's salary if the Project was not going to be approved for continuation.

Section IV

OBJECTIVE IV

"To develop a climate for cooperation through involvement of parents with teachers, and teachers with individuals and parents."

If we mean by cooperation, a greater level of interaction among the students, teachers, and parents as a result of the Project, then the following facts and analysis should be enlightening.

An examination of the minutes of the Project's Board shows some concern over the relationship between parents and school (students and teachers). In fact, in six instances, a "community day" was organized, where parents were invited to visit the school and meet with the teachers. Also, the Board accepted the suggestion of the Project Director to involve organizations of the community in an Advisory Council which included as one of its objectives "citizen participation" and which suggested at one of its meetings "involvement in academic affairs". Moreover, the Board established a joint committee composed of the Home and School Association, the Advisory Council and the Teen Club (which is mainly composed of students).

An examination of the minutes of the Project's Advisory Council shows some concern over the parent-student relationship. In fact, the Council suggested that the publicity aspect of the Project be improved in order to involve more parents. Moreover, the Council suggested that there should be greater involvement of the community in academic courses. If these two suggestions are implemented it is assumed that there will be greater contact between students, parents and teachers.

It is necessary to indicate that the Project has provided to seven teachers the opportunity to help in setting up extra-curricular activities which involved both parents and students. These teachers were

under no obligation to do this work.[4] It should be noted that the above role of the Project in stimulating the teacher-parent-student relationship should however, be viewed in a context of limited cooperation. In fact, an examination of the minutes of the Home and School Association outlines a series of activities involving students, parents, and teachers - many of which were initiated after the start of the Project (Appendix E). When interviewed, the president of the association stated that these activities had not in any way been suggested by or organized in direct cooperation with the Project Director, his staff (volunteers), the Advisory Council, or the Community School Board. This fact certainly suggests that the Home and School Association has been operating in an independent fashion in relation to the Project.

Section V

OBJECTIVE V

"To develop a positive attitude in the community so that existing health services can be used and that needed health services can be developed for the total use of the community."

This statement is described (page 7) by: (a) attempt to set up seminars on health matters, (b) attempt to provide to the schools of the community greater doctor's and nurse's time, (c) visit the senior citizens in their homes, (d) encourage youth to come to the school to discuss their socialization problems.[5]

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4 Communication from the Project Director

5 The information which follows was provided by the Health Nurse attached to the Langevin School.

A. Seminars on Health Matters

No health seminars were organized during the Project's year by the Health Nurses (two of them). Such seminars were, however, organized by the Home and School Association (Appendix E) but this was not done in conjunction with either the Health Nurses or the Project.

B. Greater Doctor's and Nurse's Time

Although the Langevin School nurse has spent more time in the community due to the Project, the additional time was spent in attending meetings. It might be noted that an increase in the work load was noted but this increase was described as "normal" and not due to the Project. A doctor was not involved in the community more often than before.

C. Visitation of Senior Citizens

There has not been an increase in the number of visits to senior citizens due to the Project. The major problem which prevented such an increase was the difficulty in locating the senior citizens in private homes.

D. Youth Sharing of Socialization Problems

Although films related to this item have been presented in the school, there has not been any special meeting set up for youth to discuss and to present socialization problems.

Section VI

OBJECTIVE VI

"To strengthen and broaden the Langevin School Association to involve itself in positive appraised study of curriculum and student needs."

We understand this objective as meaning that the Project's main devices would a) help the Home and School Association to study the Langevin School Curriculum and to study the student needs, and b) encourage the School staff to make the "day school students'" curriculum more relevant for today's need.

A. Study of School Curriculum Through the Home and School Association and Study of Student Needs

An attempt was made on the part of the Advisory Council to examine the school's curriculum. This was a suggestion made at one of the meetings of the Advisory Council. However, the extent to which the Council would work on this task with the Home and School Association was not specified. Moreover, this suggestion came later in the operation of the Project (second half of the year).

Nowhere in the Advisory Council and the Board minutes is there evidence that the students' needs have been or were to be studied. Although, as indicated, above the general project of being "involved in academic courses" was suggested.

B. Encourage the School Staff to Make the "Day School Students" Curriculum More Relevant for Today's Needs

In this regard it does not seem as if the Project has done much directly. When asked about changes in the curriculum due to the Project, many teachers explained that the changes were directly due to the school principal's positive attitude towards innovation. They, however, added that they felt that the general context provided by the Project was favorable and possibly essential to any of the experiments which were carried out. The researcher assumes that these experiments were made in order to render the school curriculum more "relevant".

CHAPTER V

STUDY OF SELECTED UNEXPECTED CONSEQUENCES OF THE PROJECT

STUDY OF SELECTED UNEXPECTED CONSEQUENCES OF THE PROJECT

Four areas of unexpected effects of the Project were selected on the basis of discussions with Board members and Authority members. These unexpected effects refer to the impact or consequences of the Project which were not planned as such, i.e. which were not directly stated in the "objectives" of the Project. These four areas are: 1) recreation programs, 2) knowledge and attitudes of the citizens in regard to the Project, 3) selected components of the Langevin School, and 4) ideology or final purpose of the Project.

Section I

IMPACT ON RECREATION PROGRAMS

Among the six "objectives" of the Project, the one which is most related to recreation programming is the second one: "to provide additional recreation facilities for the extension of opportunities of a recreational nature". This objective, however, refers to the provision of facilities not of programs. It is therefore interesting to note that there were a series of recreation activities which were organized or set up through the Project.

In fact, during the Project period there was a series of 39 continuing recreation activities with an average attendance of 15 individuals to each session. Appendix F provides a listing of these activities classified under "athletics", "arts and crafts", "nature and camping", "social", and "performing arts" categories. Also, during the same period, a series of seven non-continuing recreation activities, with an attendance of up to 700 people to one event, were organized through

the Project (Appendix F). It can be noted that the year previous to the beginning of the Project, there were only 11 continuing recreation activities.

Section II

IMPACT ON THE KNOWLEDGE AND THE ATTITUDES OF THE CITIZENS IN REGARD TO THE PROJECT

A representative sample of heads of households in the community provided us with indications as to the extent to which the citizens[1] in the community knew about the Project, and as to how the citizens in general felt about the Project (see Methodology).

It was found that 87.3% (369 individuals) of the sample were not aware of the nature and/or existence of the Project, while 12.7% (53 individuals) knew enough about it to formulate an opinion. Although not asked, some individuals gave reasons for not knowing more about the Project. These were: 1) "too old to participate in school activities", 2)"children are going to another school", and 3) "not members of public school board". These reasons certainly stress the fact that for some people the Project was closely associated with the idea of "school" which seemed to act as a deterrent in terms of awareness of and/or interest in the Project.

Among the people who "knew" enough about the Project (53 or 12.7%), two expressed no opinion as to how "good" the Project was, but expressed interest

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1 The term "citizens" here refers to heads of households and also to other individuals living in the same household since the questionnaire also referred to these other individuals. See Appendix H.

in exploring it further; another individual indicated that the Project was very enjoyable but that it should be abolished (and the other people in the house thought the same way); and one thought that the Project should be continued but was not too enthused about it. All the others (99% of those with an opinion) thought that the Project was "good" and should be continued and reported that the other people living in the house felt the same.(2)

A few explanations were gathered from the people who "knew enough" about the Project as to why they thought the Project was "good". These are: 1) "provided opportunities to everyone in the community", 2) "good for children", 3) "provided courses", 4) "good utilization of schools", 5) "provided speakers", 6) "interesting and enjoyable", 7) "important for the community", 8) "learned new community ideas", 9) "important for communication", and 10) "good for community re: finance".

It is difficult to judge the extent to which the publicity for the Project reached everyone in the community. In fact, despite various attempts to reach as many people as possible (through up to seven means of publicity), it has been impossible to ascertain that any one had, at any one point, reached all of the approximately 4000 households in the Bridgeland-Riverside Community. Two types of newsletters were to be distributed to all households in the community, but only 2500 Newsletters were printed. Moreover, the newsletters were printed in English, while it was suggested

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2 There is a 95% chance that if the population (97.2% of all households in the area) had been interviewed the same percentages as reported above, ± 4%, would have been obtained. These probabilities are based on the formula presented in Anderson, T.R., M. Zelditch, A Basic Course in Statistics, Toronto: Holt, Rinehart, Winston, 1968, p. 212.

that many citizens do not read this language (the "population survey" revealed this possibility). A series of notices were distributed and a public address system was used for the students in 3 of the 4 schools in the area, but this approach reached only about 1100 students. Notices were printed on some church bulletins but these did not reach people attending other churches, or those not going to church at all. Posters and a float at the Stampede also attempted to publicize the nature and the existence of the Project but, again, by their nature these means were very selective. It is most probable that people with no children in school, older people who do not go out much (and did not notice the posters), those not speaking or reading English, and people with no church affiliation, have not had many chances to learn about the Project nor about its potential.

It is possible, also, that the advertisement mode did not emphasize enough, such activities which would have been of interest to senior citizens, catholics, Italians, Ukrainians, and Chinese. In our phone survey, these people seemed the least knowledgeable about the Project.

Section III

IMPACT ON SELECTED COMPONENTS OF THE LANGEVIN SCHOOL

The school components referred to here are: (a) the objectives of regular classes and classroom projects, (b) the number of participants in these courses and projects, (c) the attitudes of the students, (d) the attitudes of the teachers, (3) the development or deletion of courses or

projects, (f) the amount and quality of teaching equipment, and (g) the facilities. In regard to each of these basic components, the Langevin School teachers (who were teaching during the period September 1970-71) were posed a series of questions through a mailed questionnaire (see Appendix M). Of the 25 regular teachers who could be reached (including two who taught for less than a full year), 15 answered in time to be reported; in addition, the librarian answered the questions.[3] In regard to item "g" above, the researcher also contacted a representative of the caretaking staff (3 full time and 1 part time).

(a) Objectives of Regular Classes and Classroom Projects

To the two questions: What do you estimate has been the effect of the Community-School Project (or concept) on the short-term and long-term objectives of your courses of your classroom projects? This question was difficult to answer because it was general and also because teachers are not formally required to prepare statements of their class or project activities. Despite these facts, only two did not attempt to answer this question. Seven staff clearly indicated that they had not observed any effect.

The remaining staff (seven) thought that the Project had had a "little" effect. Some of these people indicated that they aimed at greater knowledge of the community by the students, others at greater contacts between the students and the community, and others at greater knowledge of the community of the subject matter taught.

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3 Additional details on the non-respondents are presented in Methodology.

(B) Number of Participants in the Courses and the Projects

To the question: What do you estimate has been the effect of the Community-School Project (or concept) on the number of participants in both your courses and in your classroom projects? No one answered directly to this question. It was found that in fact, participation in courses or in projects (after selection by the students) had compulsory attendance. However, a few staff felt that it affected the number of students participating in elective courses.

(C) Attitudes of the Students

To the question: What do you estimate has been the effect of the Community-School Project (or concept) on the attitudes (moods, feelings) and on the behaviour (conduct) of the students of your classroom? One teacher*did not respond, two did not see any changes, and the remaining (13) noted some effects. Six indicated that it had possibly created disciplinary problems, i.e. students became "too free to express themselves", became "too noisy" and one teacher thought that the "students tended to become unresponsive and irresponsive". Five of these six teachers and the other ten noted "positive changes". They explained: "the rapport between students and teachers was greatly enhanced"; "students feel more free to express their opinions"; "students rush back to school for the evening events"; "students feel more enthusiastic and influence each other in this sense"; and "students have a better conception of themselves".

It appears that these changes are not directly due to the Project. In fact, in many instances it was mentioned by the teachers that much of

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* In this section, the term teacher(s) also includes the librarian.

the change can be explained by the attitude of the Principal of the school who favored a more relaxed context and teachers' innovations. It was also mentioned that the evening and weekend events (mainly recreation activities at the school) were influencing the students' view of the school.

(D) Attitudes and Behaviour of the Teachers

To the question: What do you estimate has been the effect of the Community-School Project (or concept) on your personal attitudes and behaviour as related to the school (students, structure, curriculum, discipline, etc.)? Three teachers of the sixteen did not directly answer the question and four indicated that there was no effect. The remaining (nine) indicated positive effects. Six of these teachers also indicated feelings of frustration due to the above mentioned disciplinary problems. Some of these six teachers attributed these problems to "lack of consistency" in the regulations and to "lack of organization" both causes were viewed as related to the Project. One of these teachers thought that the Project emphasized a recreational approach which was detrimental to the academic context. The positive feelings were described as follows: "greater opportunity for closer relationship with the students"; "convinced that the school should become a community centre"; "lessened the emphasis on academics for academics sake and worked more with the student as a person"; "reinforced my feelings that the teaching of living skills as opposed to a rigid curriculum should be emphasized"; "provided a greater awareness of the home and the parents' situation";

"provided the opportunity to use a more humanistic approach to education"; "rendered more aware of the students' needs"; "provided a greater freedom as to the curriculum and the structure of the classes"; "rendered the feelings to belong to a community more important than the pursuit of academic excellence"; "greater parent-teacher relationship has occurred" and "greater acceptance of what is considered 'abnormal behaviour' in other schools".

(E) Development or Deletion of Courses or Projects

To the question: What do you estimate has been the effect of the Community-School Project (or concept) on the development of new courses? One teacher did not answer and four did not see any particular changes. The remaining eleven noted some "positive changes". Among these teachers, one noted "negative changes", i.e. "too much stress on non-academic courses". The positive changes were described as follows: "no deletion of already existing courses", "greater variety of elective courses" and "greater flexibility and innovations in courses" (such as taking students out of the classroom and experimenting with various approaches).

(F) Amount and Quality of Equipment

To the question: What do you estimate has been the effect of the Community-School Project (or concept) on the number and quality of the equipment for your courses and classroom projects? Two teachers did not answer and two others indicated that the equipment that they needed had been damaged by the evening or week-end participants. The remaining

twelve teachers indicated that they had not observed any particular effect ("no new equipment was provided" and "the equipment was in good condition"). The apparent contradiction noted here simply suggests that only the equipment of some courses was damaged.

(G) Facilities

The impact of the Project on the facilities was "looked at" on two bases. First, some teachers (16) were questionned and, second, one caretaker representing the two others, was interviewed.

To the question: What do you estimate has been the effect of the Community-School Project (or concept) on the facilities needed for courses and projects? Three teachers did not answer and twelve indicated "no effect". One teacher however, indicated that sharing the facilities with evening and week-end participants tended to disrupt the order of the facilities.

When asked if he had received any complaints from the teachers in regard to the disorderly conditions of the classrooms (due to the Project's participants) the caretaker answered negatively. The caretaker reported that despite the help of the Project participants (who clean about 4 classrooms every night) the amount of caretaking work has nearly doubled since the start of the Project. In fact, the caretakers have to clean before supper (like always) but also after 10 p.m. every night. This amount of work was seen as a problem since the salary had not changed and since one of the caretaker's "load" had been diminished from 30 hours a

week to 24 hours. The total cleaning load of the caretakers is 24 classrooms and 9 various other rooms. It was suggested that an additional caretaker should be added to the caretaking staff.

As a whole, the supervision of the Langevin facilities appeared adequate. In fact, the Board set up a special committee to oversee the facilities. This committee consisted of members of the Board themselves and of the Public School Board's hired caretakers for the Langevin School. This group presented various reports on supervision of the school facilities (e.g. see Minutes of Board meeting, December 8, 1970) upon which the Board has appeared to have acted with success (see for example, Minutes of Board meeting, February 16, 1971).

Section IV

IMPACT ON THE PROJECT'S GENERAL PURPOSE

There are three indices which suggest a particular change or refinement in the "ideology" of the Project. The term "ideology" refers here to the general (conceptual) purpose of the Project and to the various means envisaged to achieve this purpose.

A. Change of Name

At the beginning, the Project was entitled Langevin Community-School Project. After months of experience under this name, suggestions were made to change the name of the Project so that it would reflect a concern other than for the Langevin School itself. The first instance

occurred during a meeting of the Advisory Council. At that meeting, no one opposed the concept of change and consequently the suggestion was brought to the Board who endorsed it (see Appendix C). In the Board's minutes the name suggested for the Project was "community center". The second instance for a drop of the term "school" was made at a "community-school" seminar held towards the end of the Project period (June).[4]

B. Changes in Objectives

It is most interesting to compare the nature of the objectives of the Project when it started and the objectives of the Advisory Council (Appendix D) which was created later upon the approval of the Board itself. The objectives of the Board are quite specific and concern areas mainly related to the utilization of the Langevin School facilities, while the "objectives" of the Council are very broad (such as encouraging community participation in the fight against problems such as those related to leisure, family,and home) and concern areas mainly related to the needs of the community as a whole.

Moreover, at a meeting of the Board held on November 12, 1971 in order to discuss the first draft of the report with the researcher, a consensus of opinion (a majority of the Board was present) was obtained as to the "real" nature of the Project. To the question: Is the Project centered around the Langevin School or around the Bridgeland-Riverside Community? All agreed with the second alternative. Some even maintained that it was the original intent of the Project.

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4 Johnston R., Third Quarterly Report.

C. Demands for Greater Participation and Autonomy

A series of self-evaluative sessions were initiated by the Project to examine various aspects of its operation. Reports on these sessions are contained in the minutes of the Board and of the Advisory Council and in each of the Quarterly Reports. Nevertheless, the session which appears of most interest in terms of "community organization" is the one day seminar on the "community-school" concept. (Most of the people participating (160) were residents of the Bridgeland-Riverside area.)

Many of the recommendations made at the outset of the seminar suggested a greater involvement of all the citizens of the community whether pre-school children, senior citizens, or Catholic (the Langevin school is a public elementary and junior high school). Also, a number of more specific recommendations were made which have major implications for "community organization". These were: that the principal and the residents should have more say about how the educational money is spent; that continuing education courses should be provided; that the possibility of establishing a day care centre at the school should be examined; and, that adults should have more responsibility.

These three indices suggest to the researcher the desire among the Project organizers and others involved for a broader conception of the Project. Such a conception would center around the idea of the Bridgeland-Riverside Community instead of around the idea of the Langevin School, although the first idea includes the second.

CHAPTER VI

TYPES OF COMMUNITY-SCHOOLS

TYPES OF COMMUNITY-SCHOOLS

The available literature on experiences and ideologies regarding community-schools reveals a common denominator recommending a change away from the previous state of school affairs. The nature of such change varies according to each case, but it appears that we can classify most of these changes into three categories. The criterion of classification is "community control". The term "community" refers, in the community-school literature, to the neighborhood unit (about 2,000 people) or to the urban service unit (about 30,000-70,000 people).(1) The term "control" refers here to formal arrangements made between the community representatives and the school system representatives. The school system refers to administrative units of public schools including teachers, principals, superintendents, and also the elected representatives of a school board when referring to "large" urban areas.(2)

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1. The community-school literature refers to various types of "community", the meanings of which have been summarized in Keller, S., The Urban Neighborhood, N.Y., Random, 1968, pp. 135, 146.

2. It is more and more evident in "large" urban areas that the school board becomes a bureaucracy of professionals where policy making by the elected representatives is merely ritual or legitimation of decisions made either outside the school system or inside by the administrators, where the Board is inefficient in dealing with individual school cases and where various malfunctions occur in terms of such basic items as curriculum. See: Woock, R.R., "Community Operated Schools - A Way Out". Urban Education, 1968, 3(3) p. 132; Dykes, A.R. "Of School Boards and Superintendents", Teacher College Records, 1966, p. 399.; James, H.T., et al, Determinants of Education Expenditures in Large Cities in the U.S., School of Education Stanford University, 1966; Havighurst, R.J., The Public Schools of Chicago, Board of Education, City of Chicago, 1964; Janowitz, M., Street, D., "Innovation in the Public School System of the Inner City: A Policy Perspective", D. Street (ed.) Innovation in Mass Education, Chicago, U. of C. Press, 1965.

Varying degrees of this "community-control" criterion indicate three types of community-schools: (a) Community-School with no control, (b) Community-Schools with quasi control, and (c) Community-Schools with control. The following applies only to urban areas.

(A) Community-Schools with No Control

In this context, the school system allows or encourages the individuals in the community to do one or more of the following: 1) use the school facilities, 2) help plan the curriculum, 3) help plan the building of new school facilities, 4) help evaluate the educational program. The community, however, has no formal control over any items of the school. Despite the fact that the school favours a community-school relationship, the school does not favour giving any power to the community.

There are many reports and discussions of such types of "community-schools" (most of the data available are, unfortunately, on the American experience). One of the earliest contemporary[3] accounts is reported in the Tenth Yearbook of the National Society for the Study of Education.[4]

Another report, by Pierce,[5] shows how parents were involved in an experimental curriculum program at the Wells High School in Chicago.

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3. The community-school idea is far from being new. It was discussed a long time ago by such people as Plato, Erasmus, etc., Naslund, R.A. The Origin and Development of the Community-School Concept. Unpublished Ph.D. dissertation, School of Education, Stanford University, 1951.

4. National Study for the Study of Education, The Tenth Yearbook, Part I, "The City School as a Community Center", Illinois, Public School Publishing Company, 1911.

5. Pierce, P.R., "The School and the Community It Serves", Everett, S. (ed.) The Community School, N.Y.: Appelton, 1938, p. 83.

The political atmosphere of this first type of community-school can best be illustrated by the following statements made in the context of growing concern over the community-school concept:

> "Community contacts which originate with the school authorities and then enlist outside help are more easily controlled ... contacts established by the individual schools should be in general conformity with the policies of the superintendent and the school board".(6)

> "... the responsibility for leadership of the community rests directly upon the elementary school principal. There is no avoiding it. If he or she should avoid it, some active or aggressive person in the neighborhood is likely to assume the leadership and the principal will find himself discounted".(7)

(B) Community-School with Quasi Control

In this context the community has acquired legitimate control over selected elements of the school system. The community might have a budget of its own which could be used in co-operation with the current and additional activities of the school. The community might have a formal arrangement for the use of school facilities. It might have a power of veto over the personnel and the curriculum. It is in this context that the most recent developments have occured.

Perhaps the project of this kind most referred to is the Mott Project of Flint, Michigan. In 1935, the Mott Foundation gave the Board of Education a $6,000 grant for new programs to be conducted in the

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6. Editorial Committee, Department and Research Division, National Education Association, Bulletin of the National Education Association, Department of Elementary School Principals. The Eleventh Yearbook: The Principal and His Community, 1932, XI (3), p. 192

7. Cooper, W.J., "The Principal as a Community Leader", Ibid., p. 154. Mr. Cooper was U.S. Commissioner of Education, Washington, D.C.

schools. Councils of citizens including representatives of various organizations and paid "community-school co-ordinators" were asked to co-ordinate the new program. The program consisted essentially of "extension" courses and recreation activities taking place in the school or on the school grounds. In 1968, there were 54 schools of this type in Flint. (8) Other projects of this type seem to exist elsewhere in the States - for example, Minneapolis had 53 such schools in 1969.(9)

In Alberta, a meeting called by the then Department of Youth, in 1969(10) in regard to uses of school facilities, concluded that under current legislation, School Boards had to retain authority and responsibility over any uses. This was the beginning of a series of meetings which brought changes in the School Act which now states:

> "Section 65 (4) (11) .... a board .... may (h) enter into an agreement with a municipality concerning the promotion and development of recreation and community services... Section 65 (5) A board may delegate any of its powers to the Superintendent of Schools or a committee appointed by it. Section 92 (1) Subject to the other provisions of this Act and the prior approval of the Minister a board may pass a resolution authorizing the making of an agreement with another board, person or municipality: (a) for the joint construction, ownership, maintenance, operation or use of a public work or building or (b) for the performance of any other matter or thing, considered by the board, person or municipality to be a benefit to the district, division or municipality and may enter into an agreement as to the joint control and management of anything that concerns the district, division or municipality."

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8. Buehring, L.E., "New Pattern: Community Schools", Kerber, A., B. Bonnarito (eds.) The Schools and the Urban Crisis, Toronto; Holt, Rinehart, Winston, 1965, p. 251; Fantini, M., G. Weinstein, "Relationship of the School to the Community", Cordasco, F., et al, The School in the Social Order, Penn.: International Textbook, 1970, p. 309; Community Education, Northwest Community Education Development Center, College of Education, U. of Oregon.

9. Community School Program, Department of Community Education, Board of Education, Minneapolis, 1969.

10. Minutes of the Meeting on Community Use of Schools, Recreation Branch, Department of Youth, Government of Alberta, January 31, 1969.

11. Government of Alberta, The School Act 1970, Edmonton, Queen's Printer: 1970, p.p. 29-30, 41.

It can be noted that the change makes possible a delegation of power between any school board and any community groups in regard to all aspects of the school system. The Alberta experience shows, however, that such delegation of power has concerned only one aspect of the school system, i.e. the physical facilities.

It is in this context that we situate the existing 20 or so community-schools of Alberta. The best known of these projects are probably: the M.E. Lazerte Composite High School; the Spruce Avenue Elementary-Junior High School; the Sacred Heart Separate School, all in Edmonton; and the Langevin Elementary-Junior High School in Calgary. All are considered as pilot or demonstration projects concerned with "joint use" of facilities.

These four projects vary in many respects. They all involve paid "co-ordinators" but the body to which they are responsible and the mentod through which they are hired differs. The co-ordinator of the Sacred Heart was hired by the Separate School Board and is responsible to that body. The"director" of the Langevin Project was hired by a committee including citizens and funding bodies and is responsible to a Board of Citizens and the funding bodies referred to as the Authority. The co-ordinators (area recreation directors) of the Spruce Avenue and the M.E. Lazerte projects were hired by the Parks and Recreation Department of the City of Edmonton and are responsible to that body. The Langevin Project co-ordinator and the Sacred Heart Project co-ordinator administer their own budget, but the others do not. Adult Education courses

conducted by school board personnel were introduced to the M.E. Lazerte project but not to the others. The total participants in the recreation programs, extension or evening courses, and social events varied according to each project.(12)

(C) Community School with Control

Although various modes of control might exist according to each project, as a whole, "control" means the control by community representatives of the budget, the personnel, and the curriculum of a school or a "narrow" set of schools.(13)

Two types of models have been suggested in this context. One calls for the decentralization of the school board and examines only this issue; the other calls for a decentralization of all centralized services in an urban area.

Perhaps the model most referred to concerning the first approach is the one suggested by the Mayor's Advisory Panel on Decentralization of the New York City Schools in its report: Reconnection for learning: A Community School System for New York City.(14) A summary (15) of the recommendations is as follows:

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12. Andrews, B., The Community School: A Focus on Living, Edmonton Extension Services, Public School Board, 1971. Also, personnel communications.

13. Levin, H.M., Community Control of Schools, Washington: Brooklyn Institution, 1970.

14. Reconnection for Learning: A Community School System for New York City. Report of the Mayor's Advisory Panel on Decentralization of the New York City Schools. New York, 1969.

15. Fantini, M. et al Community Control and the Urban School, N.Y.: Preger, 1970, p. 100; Gittell, M., A.G. Hevesi, The Politics of Urban Education, N.Y.: Praeger, 1969, p. 261; Miller, H.L., R.R. Woock, Social Foundations of Urban Education, Ill.: Dryden Press, 1970, p. 380.

1. The New York City public schools would be reorganized into a community-school system consisting of a federation of largely autonomous districts and a central board of education. The number of districts suggested was 30 to 60 ranging in population from 12,000 to 40,000 pupils.

2. Community-school districts would be governed by boards of education elected for the most part by parents in the school district but also in part appointed by the Mayor from lists of candidates maintained by the central board.

3. Community-school districts would have authority over the regular and secondary education within their boundaries and would be responsible for adhering to state education standards.

4. The central board of education, together with the superintendent of schools and his staff, would be responsible for special educational functions and city-wide educational policy, and would provide certain centralized services to the community-school districts when requested.

5. The community-school board and the district would receive a total annual allocation of operating funds which they would then be free to spend with considerable latitude, within the bounds of state laws.

6. Community-school districts would have broad personnel powers, including the right to hire and fire community superintendents on a contract basis.

7. All tenure rights of teachers and supervisory personnel would be preserved as the system goes into effect. Afterward, the local district itself would award tenure.

8. Community-schools would have the power to hire teachers meeting state certification requirements.

9. The transition period should include extensive programs of discussion and orientation on operations and responsibilities under the community-school system and on educational goals generally. School board members should be afforded opportunities for training and be provided with technical assistance on budgeting, curriculum, and other school functions.

Although the above model is not currently applied (according to the available literature) there have been a few experiments made in this direction. The two most important appear to be the New York and the Washington projects. The City of New York Board of Education has approved[16] plans for three projects which assume the setting up of a "local" board responsible for the elementary and the secondary education processes as well as the use of the school by community organizations. The projects are: the Ocean Hill-Bromsville, the Two Bridges and the I.S. 201. However, various conflicts seem to have arisen, apparently due to lack of clearly

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16. Cordasco, et al, op. cit., p. 332.

delegated power and resources.[17] In Washington, D.C. the Board of Education contracted out the Morgan School to the Antioch College upon the demand of the locally elected community council. The council was provided with the usual budget allottment and all the power desired. Some problems apparently developed due to lack of clarity in delegated power and lack of commitment from the Antioch College.[18]

The second approach to community control of the school is related to the Alberta experience since the model was prepared in Calgary and is underway in Alberta.[19]

The model is the one prepared by representatives of the Calgary Public and Separate School Board of the City of Calgary, the Human Resources Research Council, the Calgary Federation of Calgary Communities, and of the Calgary and Regional Mental Health Planning Council.[20]

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17 Wilson, C.E., "201-First Steps Toward Community Control", Rubinstein, A.T. (ed.) Schools Against Children: The Case for Community Control, N.Y.: Monthly Review Press, 1970, p. 211; McCoy, R.A., "The Formation of a Community-Controlled School District", in Levin, op. cit., p. 169; Fontini et. al., op. cit., p. 141; Fittell and Hevesi, op. cit., p. 366.

18 Miller and Woock, op. cit., p. 386.

19 A model similar to the Calgary one has been prepared in Edmonton (the West-10 Project) but the Edmonton model does not involve the schools.

20 Plaxton, R.P. et. al., Proposal for a Community Services Development Project prepared for consideration by Calgary City Council and the Calgary Public and Separate School Boards, March 1970.

The Calgary model does not, in fact, give any formal control to the "community" over the school system but it has much potential in this respect. To this point the model provides the community with a direct channel of communication to the decision-making bodies. The model shows (particularly Appendix A) that the community committee chairman is part of a steering committee which includes representatives from the school systems. On the other hand, the model, in allocating funds for the hiring of a "community services co-ordinator" and for "core services staff", provides to the community some basic means to become "influential". Despite its "quasi-control" approach this model suggests a possible alternative to the American model of total community control of schools.

Conclusions: The Langevin Community-School

The Langevin Community-School Project is a typical example of a community-school with quasi-control. Along with the West-10 project of Edmonton this Langevin School Project is one of the few examples showing decentralization of the city's services. In Edmonton, the Social Services Department decentralized its power while in Calgary the Parks and Recreation Department did so. The innovation of the Calgary project was to center the whole project around the school. This has had various effects as mentioned above. Yet neither the Edmonton or Calgary Public or Separate School Boards seems to be willing to decentralize the "school power" itself. In the most "daring" urban community projects of Alberta, the school principal is still not directly responsible to the community which surrounds the school. Consequently, the positive changes or the benefits that such an educational approach might bring are not yet observable.

Discussion of this topic with the Langevin School principal led the researcher to believe that, with the appropriate distribution of responsibilities, positive changes would derive from rendering the principal and his staff directly responsible to the community.

When the Langevin School staff (16 responded out of 26) were asked the question: What do you think the role of the community should be in the future in regard to school processes? Two misinterpreted the question, indicating the role of the school in the community; one indicated that the community should advise on the curriculum and the class projects; two indicated that the community should have full control of the school (curriculum, budget, staff); one indicated that the community should relieve the teachers from non-academic tasks such as supervision of facilities, of school grounds, and of hallways. Five staff indicated that the community should use more of the school facilities and five others indicated that the community should help the students to develop a positive attitude towards the school. Although none of these answers contradict each other, they provide a general view and a certain weight for each of them. It appears that most staff favour a greater involvement of the community in the school matters, however, the extent of this involvement varies. It seems from the comments made in addition to the above that most of the teachers view themselves as specialists in academic education and would not accept any disruption in their methods of teaching. This however, does not mean that the community cannot directly deal with the following:

a) responsibility for supervision of facilities and grounds, b) advise on curriculum and projects, c) responsibility for uses of facilities as long as the activities do not disrupt the formal educational process, and 3) hiring and firing of school staff with due consideration to contracts and to accepted educational standards (such as the school board itself would do).

CHAPTER VII

CONCLUSIONS

CONCLUSIONS

In the following, the evaluator has attempted to summarize the findings of the study on the basis of the stated objectives of the Project and on the basis of the impact of the Project on items other than those stated in the objectives. In addition, a discussion of the impact of the Project on the community as a whole, is presented.

A. Realization of the Project in Terms of Its Stated Objectives

In regard to its first objective (education) the Project has fulfilled three of the four sub-objectives. It has organized academic classes outside regular school hours, it has organized English classes for new Canadians and it has made available to the public, the Langevin School Library and the Home Economics room. On the other hand, the sub-objective related to "encouraging correspondence students to consult with the school teachers" has not been dealt with.

In regard to its second objective (additional recreational facilities) the Project has fulfilled one of the two sub-objectives. The Project has arranged to provide to the public the necessary rooms needed for meetings and programs. On the other hand, it has not succeeded in assessing the recreational opportunities in the community.

In regard to its third objective (cooperation among community groups and encouragement of the Community Association) the Project has fulfilled the three sub-objectives involved. The Project has permitted a greater cooperation between community groups, it has helped each

group to understand other group's roles, and it has stimulated the role of the Community Association.

In regard to its fourth objective (parent-school relationship) the Project has fulfilled the objective in organizing "community days", setting up a committee of parents and students, involving teachers in programming and making plans regarding a greater involvement of the community in the Project.

In regard to its fifth objective (Health-care) and the sixth objective (Home and School Association and Curriculum) the Project did not appear to have dealt with them directly.

On the whole, the Project has fulfilled in some sense, four of its six objectives. It must be understood that the term "fulfilled" is very relative since for some objectives the Project dealt with only a few sub-objectives, and also the degree to which each objective has been dealt with cannot be compared to measurable objectives (i.e. the objectives were not stated in terms of statistics). In terms of the extent to which the objectives have been realized, one must consider various factors related to the context of the present degree of achievement. First, no one knew prior to the start of the Project the feasibility of reaching the objectives as stated. Perhaps the objectives as stated were only ideals and not necessarily tasks to be achieved over a one year period. Second, the major administrative body, i.e. the Community School Board, consisted mainly of lay people,

not of professionals in community planning and development. Consequently, it takes a while for this kind of group to "figure out" how to manage the realization of such objectives as those stated. Third, the realization of the initial Project objectives might not have seemed as important when compared with some of the new (and different) objectives that emerged during the Project. This, in fact, seems apparent when one examines, for example, the unexpected impact of the Project on recreation programs.

One can conclude from the study of the realization of the Project's objectives that they were not completely fulfilled but that there are valid causes and explanations for this.

B. Realization of the Project in Terms of Non-Stated Objectives

There are four areas in which the Project has had an impact on the Community but which were not stated in the objectives.

The first area of impact refers to recreational activities. In terms of continuing recreation activities, the Project has organized three times as many recreation programs during the Project's period (1970-71) than the year before. In terms of non-continuing activities, such as community days and bingos, an increasing trend of participation was noted.

The second area of impact refers to the knowledge and attitudes of the residents of the community in regard to the nature and existence of the Project. It was found that approximately 10% of the households of the area knew enough about the nature of the Project to have an opinion about it. This represents approximately 400 of the 4000 households. It was also found that nearly all of these people were in favour of the Project. It was suggested that the Project's advertising procedure and the Project's title might be at fault for the relatively small number of people who "knew enough" about the Project.

The third area of impact refers to selected components of the Langevin Community-School. It was found that the Project did not produce any changes in terms of the objectives and the number of participants in the regular courses and classroom projects. On the other hand, the interaction of both the Project and the Principal seems to have produced positive effects in terms of the students' attitudes towards themselves and the school, in terms of the teachers' attitudes towards the students and the community, and in terms of development of new or existing regular courses. Also, some negative effects were noted in terms of lack of discipline, and poor quality of equipment and facilities.

The fourth area of impact refers to a change in the Project's Ideology whereby the final purpose of the Project seems to have been modified. It is believed that the Project shows a tendency to get involved with the total Bridgeland-Riverside Community, not only with the people directly related to the Langevin School as it appeared at the beginning of the Project.

One can conclude that the Project has had selected unexpected consequences on the Bridgeland-Riverside community more particularly in terms of recreation programs; knowledge and attitudes of a segment of the total population; the teachers, students, and physical components of the Langevin School; and in terms of the nature of the Project itself. As a whole, this impact of the Project suggests that the Project has brought positive changes in the Community. By "positive changes" it is meant "greater community participation", and "favourable attitude towards the Project by the people of the community". Some problems related to publicity and supervision of equipment and facilities remain to be solved.

C. General Impact of the Project on the Bridgeland-Riverside Community

Although it has never been clearly established, the researcher believes that at the beginning, the Project's main organizers (Langevin Community School Board and the Community School Director) were viewing the Project as centering mainly around the Langevin School, particularly its students and its facilities. As the Project developed, various events tended to suggest that the Project organizers decided towards a new orientation of the Project, i.e. Bridgeland-Riverside community development.[1] This situation is not easy to sort out since it is mixed with the fact that the Board does not in the majority consist of professional social planners and developers (if included at all), and with the fact that the concept of the Community-School was not that clearly defined to start with (as indicated by the nature of the objectives of the Project).

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1 There is however, a problem of semantics involved here since the Project Director (in communication with the researcher towards the end of the Project) referred to the nature of the Project as "community education" as opposed to "community development".

With this idea of the original nature of the Project, it is not surprising to note that the Project did not reach all the people in the area. In fact, it is possible that reaching everyone in the Community has never been understood as one objective of the Project. Moreover, it is not surprising that most programs were of a recreation nature which involved mainly young participants (70% were teenagers). It is not surprising either, that the Project emphasized the uses of Langevin facilities as approximately 1/7 of its budget was spent in renting these facilities from the Public School Board. It might have been more feasible to rent similar facilities from the Separate School Board or other groups (investigation in this area by Project organizers does not appear to have been conducted).

Due to the heterogeneity of the people in the area,[2] it is believed that if the Project is "strengthened" in such a way as to center solely around the Langevin School, it might cause a change between the groups and the relationships already established to this point, i.e. if the Project is "strengthened" then only a specific homogeneous group would be involved instead of the entire community. The researcher believes that the Project organizers have understood this possibility and for this reason have already started to modify the nature of the Project.

The researcher believes that the Project's organizers are getting more interested not only in the people related to the Langevin School but in all the people of the Bridgeland-Riverside Community. Also, it is

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2 This is indicated through the various types of social organizations of this area (Appendix I) and through the phone survey.

believed that the organizers are getting more interested in "improving" the relationship between all agencies or social groups of the area. It is in this sense that the Project might now be referred to as a type of "community development" project.

CHAPTER VIII

RECOMMENDATIONS

The following recommendations assume that the present Project will continue to operate.

1. The title of the Project should be reconsidered.

2. The objectives of the Project should be redefined and operationalized.

3. Due to the present nature of the Project it seems necessary that at least one full time recreation staff member work in the Bridgeland-Riverside Community area.

4. Arrangements with the adult education section of both School Boards should be made in order to provide greater opportunities to the Bridgeland-Riverside adults.

5. Arrangements with the Department of Education should be made in order to provide greater opportunities to the Bridgeland-Riverside pre-school age children.

6. Better means of communication with the Bridgeland-Riverside citizens should be developed.

7. The current emphasis on recreation programs in the community might possibly be limited in order to concentrate on other issues such as education, health, social services etc. . . . which affect the total or a minority of the population concerned.

8. The system of Supervision of equipment and facilities used by evening or week-end groups should be improved.

9. A community committee should be created to examine the literature including reports of experience and theories in the field of community-school and community development.

10. If we consider the increased use of actual equipment and of maintenance services, and the greater number of honorariums, any increase in the present Project budget would be viewed as logical.

11. There should be greater communication and co-operation between the Home and School Association and the Langevin Community-School Board.

12. There should be greater communication and co-operation between the Langevin school teachers and the Langevin Community-School Board.

13. Seminars regarding the management of community projects should be held in the Bridgeland-Riverside Community.

14. Due to the social development nature of the Project, it is felt that the following bodies should share any immediate cost of the Project: City Social Service Department (probably through Preventive Social Service), City Parks and Recreation Department, the Public School Board, and the Separate School Board.

When discussing the sharing of cost with the two school boards it would be appropriate to ascertain whether their contributions include the

absorption of the cost of rentals and maintenance of facilities (schools) and of equipment.

15. A general model of operation, based on the administrative categories dealt with in Appendix A, should be developed by the Project's Board.

APPENDICES

APPENDIX A

FUNCTIONAL REQUIREMENTS

OR

ADDITIONAL WAYS TO IMPROVE THE OPERATIONS

OF THE PROJECT FROM THE VIEWPOINT OF THE EVALUATOR

FUNCTIONAL REQUIREMENTS

In this section, the evaluator thought that it might be stimulating for the Langevin Project organizers if he was to express his own views on how the Project can maximize its efforts through some of its basic components: a) objectives, b) structure, c) operation, d) resources, e) feedback, and f) boundaries. The Project is not viewed here as a traditional "Community-School Project" but as a "Community Development Project".

A. Objectives

It is generally assumed that the Project is interested in democratically improving the general way of living of all the people in the Bridgeland-Riverside area. To this point in the history of the Project, this general (conceptual) objective has not been stated. Consequently, if the Project intends to pursue this orientation, it should make known this general objective.

The more specific objectives should logically proceed from expressed and well defined needs. Therefore, it might be a first objective of the Project to attempt to assess the needs of all the citizens of the Community. This objective has never been stated by the Project. On the other hand, there are presently needs which have been expressed by various people, and around which specific objectives might center for a

time (e.g. five years).

Clear definition of the objectives of a Project such as the present one is not an easy task and requires particular skills of operationalization. For this purpose alone, the Project should consult with a behavioural and/or community development specialist.

B. Structure

The present structure of the Project has at least two equivocal components. First, one might argue that the Advisory Council, formed after the start of the Project, is more representative of the Bridgeland-Riverside Community than the Board which has the greater power. In the democratic context of community development, it appears essential that this discrepancy be solved. In other words, it appears imperative that the Board be, without a doubt, the most representative body of the community. There are many mechanisms which might be used to make the Board more representative. One is to form a Community Board through an election in the community. Another is to admit to the Board, the members of the Advisory Council, etc. . .

Second, one might argue that although the specific activities of the groups which appear most related to the Project (Board, Council, Home and School Association, Bridgeland-Riverside) were complementary to each other, in general, these groups performed very similar functions or were involved in similar fields of activities. For example, direct advice to the Project Director on current and future programs was formally

provided by the Advisory Council as well as by the Board; catering activities as related to the School and/or the Project involved both the Home and School Association and the Bridgeland-Riverside Community Association; educational events were organized by both the Board (through the Director) and by the Home and School Association; recreation activities were organized and coordinated by both the Board (through the Director) and the Bridgeland-Riverside Community Association; supervision and maintenance of equipment, facilities and grounds (as related to the community as a whole) were dealt with by the Bridgeland-Riverside Community Association and a special committee of the Board. Advertising and publicity regarding what was happening in the community was done by the Board, the B.R.C.A., and the Home and School Association.

In terms of the Bridgeland-Riverside Community it seems that these involvements of the four organizations most intimately related to the Project, shows a duplication or an overlapping of general roles. It then appears only economical, in terms of money as well as in terms of energies, to coordinate this division in labour. This has major implications for any future structure of the Project. In fact, it might be suggested that the Board delegates its power to the various groups which are interested in or dealing with a particular sphere of activities. These groups would either become linked to the Board as committees, or would be linked to the Board on a cooperative basis or through formal contracts. It must be noted that such transactions between the Board and other groups necessitates much management skills and time, and that the hiring of a consultant in this field should be considered.

C. Operation

As has been pointed out in this Report, some of the objectives of the Project were not realized and furthermore, activities not specified through the objectives were realized. It is believed here that any carefully planned operation seldom arrives at such results. If the Project decides to extend its objectives, it will become imperative to spend much time in the planning of the operations leading to the realization of these objectives. The planning of the operations should follow the objectives in such a way that, similar to the objectives, there should be a short-term and long-term plan prepared before the beginning of the total operation. Since such planning skills might not be presently available in the community measures should be taken to acquire them.

The development of the operation of a project such as the one concerned here involves the management of people, a process which necessitates clear delineation of responsibilities. Since most of the participants in the Project are not professionals in this field, it might be suggested that seminars on management be held in the community and/or that management specialists be involved at one point or another in the planning of the administration of the Project. It seems reasonable that one year of experience in a program such as this Project could only increase the receptivity to any management principles.

Despite the new orientation of the Project, the operation would proceed in a very similar fashion as before. The Community Board would still depend on the Authority. An evaluative body (see Feedback, p90) would also report to the Authority. To ensure the proper planning of the Project this one would be guaranteed for at least five years. Any major controversy in the Community would have the effect of terminating funding at the next financial year and would not be completed without evidence from the community that the "conflict" or "controversy" is terminated.

The Community Director would be responsible to the Community Board and would report each month on the attempts made to realize the objectives of the Project. The Community Director would direct or coordinate a team of specialists including school principals, caretakers, health nurses, a recreation specialist, and a social worker. For the purpose of this Project alone, it might be politically desirable that the hiring of these specialists be sanctioned by the Authority (consisting of the funding bodies). In any instance, actual working contracts would be in force for the next year and a half and professional standards for hiring would have to be observed. For the duration of the present project, it might be desirable that only the nine major specialists[4] be hired by the Community as it lacks experience in this field. Any other specialists such as school teachers and assistant health nurses, etc. would be hired by the major specialist with or without the advice of the Community Board.

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4 School principals (3), Head Caretakers, Head Health Nurse, Recreation Specialist, Social Worker, Community Director.

D. Resources

The five general types of resources of a program are: staff and clients; supply and equipment; facilities and land; information; and money. The amount of resources needed for this Project depends very much on its new objectives. If the Project is going to restrict itself to organizing recreation activities and to providing facilities to the people related to the Langevin School, the one staff and the budget now allocated is possibly the maximum needed.(5) However, if the Project intends in the years to come to realize much more, such as adopting a total "community development" approach, the resources required will be different. Assuming this second alternative here is a first perspective of the resources needed:

a) Staff and Clients:

Clients of a program are a source of benefit in various ways, among which leadership and skills are included. However, before a client can be helpful it may take time and investment. Similarly, before one can gather from the community volunteers to act as resources, it takes much personal contact and perhaps a few "fringe benefits" such as free transportation, etc.. In the present Project, this kind of resource is just starting to appear (as was indicated by the director of the

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(5) Using the Langevin School staff as judges, an attempt was made to find out if the present community-school director played a necessary role in the Project. To the question: "Various types of activities (social, sports, recreation, extension courses) were held in the school between September 1970-71. According to your own observation and judgement, do you think that the organization and coordination of these activities would have been possible without the hiring of a full time "community-school director"? The majority (12 out of 16) of the respondents answered "no", one answered "yes" and three answered "uncertain" (See Methodology, p. 22).

Project himself). Despite the availability of such community resources, it is believed that the involvement of specialists can speed up any process of social change or of social improvement. This is the main reason why a director was involved in the Project in the first place.

If the Project is to reach objectives related to physical/mental health, social development, recreation, and education (which seems to cover some basic immediate concerns); it would appear that specialists in each of these five areas should be provided to the community. Actually, there are three of them already in place: school staff (including the caretakers), health nurses and one recreation specialist. What seems most needed in addition to these people, is a person specialized in case work and one in social development. A particular problem related to these specialists remains. In fact, only the recreation specialist is at present directly responsible to the community.

It can be easily envisaged that the "specialists" would form a team under the direction of the Community Development person who would be directly responsible to the Community Board.

b) Supply and Equipment:

Unless concrete plans are made for the future, it is impossible to assess this item.

c) Facilities and Land:

As long as an inventory of available facilities in the area is not available to the Project, it will not be worthwhile to discuss the need for additional facilities.

d) Information:

Although the organization of "information meetings" among the people in the area is a very useful venture, the related experiences of other communities not only in Calgary but also in Canada and elsewhere should be made known. It is suggested that films, books, and journals related to the concept of community-schools and processes of community development should be made available to the community. Arrangements of this nature do not seem to have been made during the one year of the Project.

e) Money:

If the Project is involved in such fields as recreation, health, education, and social development, each of these fields should be supported by their respective municipal authorities including the two school boards. In the one year of the Project, only two authorities at the city level were involved: the Public School Board and the City Parks and Recreation Department.

There does not seem to be any reason why the Community Board could not be allocated the same amount of money that is now invested in the community through the schools and the other

municipal services. Obviously, additional funds would be required for the hiring of a case worker and community development specialist. Such funds could possibly be provided in part by the City Social Services Department and in part by the Human Resources Development Authority. Additional funds needed for experiments, such as a kindergarten, could possibly be provided at least in part through the Innovative Project program of the Provincial Department of Education.

E. Feedback

This component of any adequately managed program includes processes and means of communication built into the operations of the program. The five basic feedback processes of the Project were: the submission of the present report to the Authority, the submission by the Project Director of Quarterly reports to the Authority and to the Board, meetings between the Project Director, the Board and the Authority, meetings between the Community (citizens) and the Board and meetings between the Authority and the Board. Although perhaps necessary at the beginning of a Project such as this one, it is believed that these processes would in the future, be unduly numerous and might even be misleading. It is suggested that these processes of feedback be simplified. In fact, a general feedback process or report from the community as a whole appears essential: such a report should be made available to everyone. This "citizen's report should be prepared by an external source responsible only to provide feedback from the

citizens. A second feedback process or report on the operations of the Project should also be prepared and made available to everyone. This second report can best be prepared by the Project Director upon the instructions of the Board and released through the Board.

The "citizens' report" and the "Board's report" should follow the same frame of reference if they are to complement each other. Both reports should be prepared in terms of the stated objectives of the Project. If the Project aims at providing continuing education opportunities, the citizen's report should be in terms of education and not of health, similarly for the Board. In the Board's report, one should find the means used to reach the objectives and detailed reasons which impeded any attempts for the realization of these objectives. In the citizen's report, one should find the extent to which the citizens are satisfied with the opportunities provided to them through the Project, i.e. extent to which the objectives were reached.

With these two basic feedback mechanisms, any meeting between the groups involved (Board, Authority, citizens, Project Director) should only serve to enlighten or to elaborate elements of these reports. As was done to a certain extent in the Project, the Project Director might submit to the Board progress reports which at the end of one year might be collated to form the Board's report. (The researcher thought it unfortunate that during the one year of the Project only the first quarterly report was prepared according to the objectives of the Project.)

F. Boundaries

The boundaries of the Project include not only the geographical limits of the Project's area but also refer to the ways in which the Project can be identified from other Projects or groups.

In terms of the geographical area, the Project has been referring to the area (Langevin) which coincides with the Public School Board elementary school limits. If the Project changes its perspective it might be necessary to reassess this area and ask the question whether or not it is functional in terms of total community services.

In terms of identification, the Project should convey as much as possible in its name the meaning of its field of activities. If the service area covered by the Project is the Bridgeland-Riverside District and if the matters to be dealt by the Project refer to the major matters related to that district, it seems logical that the Project's name be referred to as Bridgeland-Riverside Community Project. It can be noted that the term "Langevin" has already been dropped from the Project's name (which originally was: Langevin Community-School Project). Consistent with this approach, the agency responsible for such a Project would be referred to as the Bridgeland-Riverside Community Board.

RECOMMENDATIONS

The following recommendations are derived from the above discussion of the Project's functional requirements:

1. A decision-making, funding Authority should be created including the

present representatives of the Public School Board and the City of Calgary Parks and Recreation Department, one representative of the Separate School Board, one from the City Social Services Department, and one from the City Health Services Department. The responsibilities of this Authority would be similar to those stipulated for the 1970-71 Langevin Community-School Project.

2. The Authority should fund for the next five years, starting in 1973, the modified Langevin Community-School Project.

3. The Langevin Community-School Project should be referred to as the Bridgeland-Riverside Community Development Project.

4. The Bridgeland-Riverside Community Development Project should be directed by a representative Board of citizens. This Board could be the present Langevin Community-School Board provided that each citizen of the Bridgeland-Riverside District has the chance to be part of this Board. If necessary, elections should be conducted. A minimum of ten and a maximum of fifteen members should form this Board.

5. The main objectives of this representative Board would be:

   a) Define the major needs of the Bridgeland-Riverside Community
   b) Plan, coordinate, allocate funds, organize and evaluate programs which would attempt to solve these needs

6. A team of professionals or specialists should be made available to the Board in order to help the Board realize its objectives and to

help solve the problems related to such a realization. This team would include selected professionals already working in the Bridgeland-Riverside District (the school principal, the health nurse, and the recreation specialist), and, additionally, a social worker, and a community development specialist who would head the team.

7. The team of specialists should be directly responsible to the Bridgeland-Riverside Community Board and this Board might employ and suspend any one of them with the sanction or veto of the Authority, as stated in a personnel policy, and due consideration to contracts and professional standards.

8. Each specialist of the team should decide independent of the sanction of the Board, who to hire as assistants. For example, the school principal would hire his own teachers.

9. The funds administered by the Board would be those which are presently allocated to the Bridgeland-Riverside District through the related municipal and school boards' services plus those necessary for the hiring of a competent social worker and a competent community development specialist. In addition, some funds will have to be set aside for evaluation.

10. Any concrete plan of action for the Community would be developed by the team of specialists and as many citizens as possible, with the sanction of the Board of the Bridgeland-Riverside area (the area may need to be redefined).

APPENDIX B

SAMPLE OF A PROGRAM SCHEDULE

USED IN THE PROJECT

LANGEVIN COMMUNITY SCHOOL INSTRUCTOR'S
AND SCHEDULE

CLASS	TIME	ROOM	INSTRUCTOR	HRS/CLASS	HOURLY WAGE
Bantam Boys' Basketball	6:30 to 8:00 P.M.	GYM #1	Joe Sokowsky	Sponsored by Bantam Basketball Assoc.	
Ladies Keep Fit	7:00 to 8:00 P.M.	GYM #2	Karen Johnston	Just for her Health.	
Adult Sewing	7:30 to 9:30 P.M.	Home Ec.	Edna Schmaltz	3½ Hrs.	$2.50
Youth Arts & Crafts - Drama	6:30 to 8:30 P.M.	Art Room	Betty Keller	2 Hrs.	$2.50
Adult Badminton	8:00 to 10:00 P.M.	GYM	Bryce Medd	2 Hrs.	$1.50
Ladies Night Out	8:00 to 10:00 P.M.	Library	Mrs. Freda Schuhart chairman	Just for Interest	
Stamp Club	3:30 to 4:30 P.M.	Room 304	Keith Hitchon	A Teacher - Student Program.	
Card Game (Whist)	7:30 to 9:30 P.M.	Library	NONE	An interest class only.	
Cubs & Scouts	6:30 to 8:00 P.M.	GYM	Supplied by their Assoc.	NONE	NONE
Adult Volleyball	8:00 to 10:00 P.M.	GYM #1	NONE	NONE	NONE
Girls' Bantam Basketball	8:00 to 10:00 P.M.	GYM #2	Pete McKechnie Mrs. Don Bush	Sponsored by the Bridgel Riverside Community Assc	
Precision Marching	6:30 to 8:00 P.M.	GYM	Wendy Watt Nancy Jo Korby	Sponsored by the Langevi Community School Band	
Chinese Cooking	7:30 to 9:30 P.M.	Home Ec.	Mrs. Eunice Mah	4 Hrs.	$2.50
English for New Canadians	7:00 to 9:00 P.M.	Room 210	Mrs. Vera Van Veen	2 Hrs.	$2.50
Oil Painting	7:30 to 9:30 P.M.	Art Room	Mrs. Joan Askews	2 Hrs.	$2.00
Band Instruction	3:00 to 8:00 P.M.	Rm. 101,102 103, 104.	Supplied by the Band Assoc.	NONE	NONE
Band Practice	8:00 to 9:30 P.M.	GYM, 106	Rollie McPherson	NONE	NONE

Y	CLASS	TIME	ROOM	INSTRUCTOR	HRS/CLASS	HOURLY WAGE
sday	Teen Club	7:00 to 10:00 P.M.	Staff Wk. Rm & GYM	Terry Folk Bev MacLachlin	3 Hrs. 3 Hrs.	$2.00 $2.00
	Band Instruction	3:00 to 8:00 P.M.	Rm. 101,102	Supplied by the Band Assoc.	NONE	NONE
day	Bantam Girls' Basketball	6:30 to 8:00 P.M.	GYM	Pete McKechnie Mrs. Don Bush	Sponsored by the Riverside	Bridgelan Community Assoc.
	Chess Club	6:30 to 8:30 P.M.	Library	Keith Hitchen	A Teacher Student Program.	
	Moravian Church Teen Club	8:00 to 9:30 P.M.	Gym	Bryce Medd	Sponsored By the Moravian	Church
day	Youth and Teen Activities	9:30 to 12:00 Noon	Gym Ping Pong	Ron Johnston	NONE	NONE
ays & rsdays	Free Reading & Studying	7:00 to 10:00 P.M.	Library	NONE	NONE	NONE
y, ay, & sday	Community Coffee Room	6:30 to 10:00 P.M.	Staff Work Room	NONE	NONE	NONE
ay	Youth Group Games & Gym	3:30 to 5:30 P.M.	St. Angela's Gym	Nancy Jo Kerby Bernice McLaren	2 Hrs. 2 Hrs.	$1.50 $1.50

APPENDIX C

SUMMARY

of the

COMMUNITY SCHOOL BOARD MINUTES

From the beginning of the Project, until the end of the evaluation period (July 30) the Community-School Board held fifteen formal and about fifteen informal meetings. We obtained the minutes of nine of the formal meetings (the reason provided for the missing sets of minutes was that the corresponding meetings were quite informal). However, we obtained the agendas used at four of the six formal meetings for which minutes were not available. The minutes were available for the following meetings: October 20 (fourth); November 17 (fifth); December 8 (sixth); January 19 (seventh); February 16 (eighth); March 16 (ninth); May 20 (twelfth); June 22 (fourteenth); July 20 (fifteenth).

An estimated seventy-five points were discussed or presented during these meetings. These points can be summarized into six general categories of topics: (I) Budget and facilities supervision, (II) Establishment of committees and special activities; (III) Teachers and Principal's role in the Project; (IV) Report on Project programs; (V) Report to and from Authority, and (VI) Advice on Programming.

I. BUDGET AND FACILITIES SUPERVISION

This was the main topic discussed and/or introduced among the six major categories (25-30 instances).

The budget items referred to the following: Board Treasurer and Project Director's budgets; allocation of funds, special expenditures (such as attendance at seminar); further funding of the total Project.

The facility items referred to the following: allocation of facilities for programs; installation of skating rink on school ground; request for facilities supervision; renting of facilities; transfer of responsibility re: school coordination of activities; problems related to facilities maintenance (such as smoking problem); request for use of school in the summer.

II. ESTABLISHMENT OF COMMITTEES AND SPECIAL EVENTS

This was the second topic most discussed and/or introduced among all the categories (about 20 instances).

The committee's items referred to the following: establishment of an election committee; election of an executive; formation of an Advisory Council to the Project Director; setting up of informal groups to discuss specific matters related to the Board; setting up of Community days; establishment of a joint committee (of the Advisory Council, the Teen Club, and the Home and School Association).

The special events items referred to the following: a newsletter to inform the community of the programs of the Project; a survey of the total use of all facilities in the community; a survey of all programs in

the community; an evaluation of the teen club as a drop-in center; an evaluation of program and facilities supervision and coordination; an evaluation of future programs; an evaluation seminar and a float for the Stampede.

III. TEACHERS'AND PRINCIPAL'S ROLE IN THE PROJECT

Very little in this regard was discussed during the Board's meetings. At one point (December 8) there appeared to be some misunderstanding among the teachers as to their role in the "Community-School". The Board then delegated the Principal and the Project Director to discuss the subject with the teachers. Nothing further on that topic was reported. A second topic regarding the school staff was presented. This was to invite the new school principal to replace the previous one and to ensure the role of the Calgary School Board's representative on the Community-School Board.

IV. REPORTS ON PROJECT'S PROGRAMS

In approximately twenty instances, reports on the actual programs of the Project were presented. These reports concerned registration in programs; involvement of people and publicity regarding the programs; progress report on the Advisory Council; types of programs to be held; recruitment of volunteers; and provision of help to other organizations programs (BRCA, Senior Citizen's Lodge). Most of these reports were presented by the Director of the Project.

V. RELATIONSHIP WITH THE AUTHORITY

In the minutes, the Authority was referred to in four instances. First, (December 8) the Authority representatives were introduced to the Board and a series of items regarding areas of jurisdictions were discussed. Secondly, (March 16) it was agreed that the Authority should be contacted to discuss a proposed change of name for the Project. Thirdly, (May 20) it was suggested that the Authority be contacted in order to determine the length of future terms of Board members. Finally, in July (the 20th) it was suggested that the third quarterly report be presented to the Authority who would attend the next regular meeting (held in August).

VI. ADVICE ON PROGRAMMING

In many instances the Board suggested to the Project Director and to the Committee Chairman various ways to proceed in regard to programming and special events, for example: a smoking room was suggested to solve problems related to smoking in the school; contacting the Youth Hostels was suggested for the camping programs; extending the camping programs; contacting other organizations for use of facilities by University students, etc..

APPENDIX D

SUMMARY

of

ADVISORY COUNCIL MINUTES

The Advisory Council held three meetings during the evaluation period. These were in Feburary, March and April. The minutes of these three meetings were made available to the researcher.

Six major topics were introduced or discussed during these meetings. These topics can be divided into three categories.

I. PURPOSES OF THE ADVISORY COUNCIL

At the first and second meeting a series of objectives were proposed by the Project Director as the purposes of the Council. These were agreed upon by all the organizations' representatives present at these two meetings (12 of them). Essentially, these objectives were: 1) coordination of community activities and services, 2) encouraging citizen participation to fight problems such as those related to leisure and to family and home, 3) gathering facts about the community's health, education, economic, human relations, needs, etc., 4) developing community awareness and communication and 5) acting to solve the needs identified and carrying out related plans.

A related topic discussed and a decision arrived at was to change the name of the Project in such a way as to delete the term "school".

II. REPRESENTATIVENESS OF THE ADVISORY COUNCIL

The first and third meetings included a discussion on the need for greater organizations representatives to attend the Council meetings.

III. PROGRAMMING

The main topics regarding programming were as follows: 1) publicity and parental support of the programs, 2) establishment of new programs and improvement of existing ones, 3) inventory of information on programs in the community, and 4) greater involvement of the community in academic courses.

APPENDIX E

SUMMARY

OF THE

HOME AND SCHOOL ASSOCIATION MINUTES

Sixteen meetings were held by the Home and School Association and/or its executive from October 1969 to May 1971. These minutes date one year prior to the start of the Project.

Four general topics were reported in the minutes, all referring to plans for, and reports on the following: I) Matters of protocol and "related" services, II) Special educational events or related matters, III) Parent-School (teachers and students) relationship, and IV) Finance, election, and general information.

I. MATTERS OF PROTOCOL AND RELATED SERVICES

These matters refer to the following types of activities: a) preparing awards for graduating students and students winning competitions, b) preparing coffee or tea for distribution during or after special events: such an activity occurred about 20 times during the first part of 1970, c) sending get well cards and coloring books to sick students, d) sending thank you notes to contributors of special events, e) preparing an "appreciation" tea party for the teachers and the school staff, and f) preparing an award for the school principal.

II. SPECIAL EDUCATIONAL EVENTS AND RELATED MATTERS

These matters refer to the following types of activities: a) two seminars for the parents and children of the Junior High School, on drug uses and addiction, b) investigating the possibility of involving a group

of students in a Public School Board special program, c) a seminar on living skills, and d) a series of communiques to and from the Department of Health of the Province regarding doctors' prescriptions of drugs.

III. PARENTS - SCHOOL (STUDENTS, TEACHERS) RELATIONSHIP

The term "parents" has two meanings here. It refers either to the Home and School Association members (about 200) or to the parents of the students attending the three schools of the area (about 800 families). It is important to distinguish between the two meanings, since there are two general types of events which involved either one or the other group in school matters.

1. Events planned for and/or which occured for the Home and School Association members: a) a Christmas tea party for the teachers, b) a discussion of the amount of time that teachers should spend with parents during interviews, c) a discussion on the desirability of "visiting among teachers, d) the substitution of teachers by "room mothers" (Home and School classroom representatives), e) a discussion of how "knowledge" of parents, children and children's environment can be acquired, f) a demonstration of modern teaching of science, g) announcement of Project's programs, h) report on the development of the Project's Advisory Council, i) discussion of a name change for the Project, j) discussion on the

return of the School Principal, k) square dance demonstration by the students, and l) presentation by the band instructor.

2. Events planned for and/or which occured for the parents as a whole: a) articles published in the North Hill News regarding events at the school, b) a series of "open house" where all the parents are invited to meet informally with the teachers of their children, c) the sale of membership cards to encourage participation in the Home and School Association, d) a parent-interview night, and e) a display of home economics, arts and crafts, and music activities.

IV. FINANCE, ELECTION, GENERAL INFORMATION

Presentations of budget, election of executives, appointments to committees (among which the Advisory Council), and reports on what is happening in the community were secondary activities of the Home and School Association.

APPENDIX F

CONTINUING AND NON-CONTINUING SPORTS

and

RECREATION ACTIVITIES

(For the period September 1970 - June 1971 and Existing prior to the start of the Project)

CONTINUING SPORTS & RECREATION ACTIVITIES
(Sept.-June, 1970-71)

	Registered Average	Participants Average	Number of Times	Prior to Project
I. ATHLETICS				
1. Adult Badminton	12	10	21	
2. Adult Tennis	22	18	7	
3. Adult Volleyball	13	10	9	
4. Bantam Boys Basketball	13	10	19	
5. Bantam Girls Basketball	18	10	20	Yes
6. High School Floor Hockey	11	11	15	
7. Ladies Keep Fit	19	13	22	Yes
8. Men's Basketball	10	11	13	
9. Men's Softball	10	8	4	
10. Women's Softball	15	13	6	
11. Youth Wrestling	18	18	7	
12. Saturday Morning activities (badminton, basketball, ping pong, cards, etc.)	33	29	17	
II. ARTS, CRAFTS, HOBBIES				
1. Chinese Cooking	12	13	18	Yes
2. Oil Painting	11	10	29	
3. Youth Arts & Crafts (6-9 yrs)	28	25	9	
4. Youth Arts & Crafts (10-12 y.)	16	13	9	
5. Youth Tap Dancing (6-9 yrs)	8	7	10	
6. Youth Tap Dancing (10-12 yrs)	6	2	7	
7. Youth Woodworking	18	16	6	
III. NATURE & CAMPING				
1. Cubs	23	16	32	Yes
2. Girl Guides	16	13	23	
3. Scouts	13	10	23	Yes
4. Teen Horsemanship	6	7	13	
5. Ventures	11	9	9	
IV. SOCIAL ACTIVITIES				
1. Chess Club	37	27	22	
2. Adult Social Dancing	12	12	12	
3. Girls Club	13	10	9	Yes
4. Ladies Nite Out	35	20	21	Yes
5. Moravian Church Teens	15	15	4	
6. Stamp Club	19	15	20	
7. Teen Club (Drop In Center)	80	53	31	Yes
8. Youth Group Games (6-9 yrs)	30	23	10	
9. Youth Group Games (10-12 yrs)	12	12	10	

V. PERFORMING ARTS	Registered Average	Participants Average	Number of Times	Prior to Project
1. Precision Marching	31	24	24	Yes
2. Band Practice	33	24	29	Yes
3. Band Instruction	20	17	11	Yes
4. Youth Cheerleading	5	3	4	
5. Youth Drama (6-9 yrs)	20	14	13	
6. Youth Drama (10-12 yrs)	15	10	13	
7. Caribbean Dances	8	8	4	

NON-CONTINUING SPORTS & RECREATION ACTIVITIES
Sept.-June 1970-71

1. Bantam Boys Basketball Tourney: 32 participants
2. Junior High Movie Night: 75 participants
3. First Langevin School Community Day: 450 participants
4. Second Langevin School Community Day: 700 participants
5. First B.R.C.A. Marathon Bingo: 296 participants
6. Second B.R.C.A. Marathon Bingo: 400 participants

APPENDIX G

SUMMARY

of the

BRIDGELAND-RIVERSIDE COMMUNITY ASSOCIATION MINUTES

Seventeen meetings were held by the Bridgeland-Riverside Community Association and/or its executive from May 1970 to June 1971. These minutes date five months prior to the start of the Project.

Five general topics were reported in the minutes, all referring to plans for and reports on the following: I) Building, Grounds, and Equipment needs or maintenance, II) Finance, III) Social activities, IV) Sports activities, and V) Election, advertising, membership and general information.

I. BUILDING, GROUNDS AND EQUIPMENT NEEDS OR MAINTENANCE

This topic, along with the following ("Finance") are those which were most discussed of all the general topics (about 50 times each) during the meetings. The specific topics were as follows: a) janitor's services and hiring, b) heliport, c) lockers, d) backstop repair and maintenance, e) diamond repair and maintenance, f) doors, paint, tables, rinks maintenance, g) equipment supervision and inventory, h) hot water tank, i) cleaning, j) phone, k) parking lot, and l) tractor use and maintenance.

II. FINANCE

The specific topics included mainly the following: a) financial support to groups, b) lottery ticket sale, c) center rental, d) tractor rental, e) buying of equipment, f) insurance, g) tournament fees, h) team

expenses, i) concession, j) bills and dues, k) snow blower rental, l) bank account change, and m) scholarship fund.

III. SOCIAL (ENTERTAINMENT) ACTIVITIES

This topic was introduced about 35 times. The specific points concerned mainly: a) bingos, b) social meetings, c) dances, d) awards, trophy, plaque e) catering in Project's activities, and f) sending get well cards and flowers.

IV. SPORTS ACTIVITIES

This topic was introduced directly about 20 times. The specific points discussed mainly concerned the following items: a) uniforms, b) organization and coordination of sports, c) coaches - association relationship, d) use of ice time, and e) use of bingo equipment.

V. ELECTION, ADVERTISING, MEMBERSHIP AND GENERAL INFORMATION

This topic was introduced about 20 times. The specific points discussed were mainly the following: a) membership cards, b) appointments to committees and to the Project, c) association with the Alberta Ball Association, d) Federation of Community Association Newsletter, e) community float, f) articles in North Hill News discontinued.

APPENDIX H

POPULATION QUESTIONNAIRE

INTRODUCTORY FORMULA:

"Dear Mr. (Or Mrs.) X, my name is Y and I work for the Alberta Department of Culture, Youth and Recreation. We are doing a survey in the Langevin Area and I would like to ask you a few questions - do you mind?

(If No: "Can your wife (or husband) come to the phone" - if yes repeat above formula)

1. Do you know approximately where the Langevin School is situated?

   Yes_____ No_____

2. Did you hear about the Langevin Community School Project -

   (provide a few descriptive notes)?

   Yes_____ No_____ (if no in 1 and 2 - terminate interview)

3. Have you or any other person that you know ever been involved or participated in one of the programmes of the Langevin Community School Project?

   Yes_____ No_____

4. Do you think that, as a whole, this kind of project is "good"?

   Yes_____ No_____

   Could you explain a little:_____

   _____

5. Do you think that the Project should be abolished?

   Yes_____ No_____ Don't Know_____

6. Do you think that the persons living in your house think that the project should be abolished?

   Yes_____ No_____ No other persons_____ Don't know_____

   Other details:

APPENDIX I

FORMAL ORGANIZATIONS

AT WORK IN THE

LANGEVIN SCHOOL AREA

1. Boy Scouts
2. Bridgeland Co-Op Association
3. Bridgeland Credit Union
4. Bridgeland Elementary
5. Bridgeland-Riverside Community Association
6. Central Moravian Church
7. Christine Miekle School
8. Croation Catholic Church
9. Foursquare Gospel Church
10. General Hospital
11. German Pentecostal Church
12. Girl Guides
13. Grace Baptist Church
14. Langevin Elementary
15. Langevin Home & School Association
16. Langevin Junior High
17. Langevin Teen Club
18. Our Lady of Perpetual Help Church
19. Public Health Nurse
20. Redemptorist Fathers
21. Renfrew Boy's Club
22. Russian Greek Orthodox Church of all Saints
23. Salem Evangelical Church
24. Senior Citizen Lodges
25. St. Angela Separate School
26. St. John Luthern Church
27. St. Matthews Lutheran Church
28. The Italian Club
29. Ukrainian Catholic Church of Assumption

APPENDIX J

LETTER TO FORMAL ORGANIZATION REPRESENTATIVES

Department of
CULTURE, YOUTH AND RECREATION

Research Branch
1721 Centennial Building
EDMONTON 15, Alberta

Dear Sir:

The Alberta Department of Culture, Youth and Recreation is now conducting a study related to the Langevin Community School and would very much appreciate your cooperation.

Your name was selected along with thirty other representatives of the formal organizations at work in the Langevin area.

We would like you to meet with our interviewer, and complete with him the attached questionnaire. Mr. , the interviewer, will attempt to arrange a meeting with you starting the first week of July.

If for one reason or another you prefer not to answer the questionnaire, and/or not to discuss it with the interviewer, please let me know. You can write to me at the above address, or phone at 422-8412 (collect).

Sincerely,

JEAN-MARC LEMIRE
Research Officer

JML/wlt

APPENDIX K

FORMAL ORGANIZATIONS QUESTIONNAIRE

WHAT DO YOU ESTIMATE HAVE BEEN THE EFFECTS
OF THE LANGEVIN COMMUNITY SCHOOL PROJECT
ON THE FOLLOWING:

1. The objectives of your organization?

2. The objectives of your programs?

3. The number of participants in your programs?

4. The development of new programs or the deletion of existing programs?

5. The administration of your programs?

6. The number and quality of the leaders needed for your programs?

7. The number and quality of the equipment needed for your programs?

8. The amount of money needed for your programs?

9. The facilities needed for your programs?

APPENDIX L

LETTER TO LANGEVIN SCHOOL TEACHERS

Department of
CULTURE, YOUTH AND RECREATION

Research Branch
1721 Centennial Building
EDMONTON 15, Alberta

September 8, 1971

To Whom It May Concern:

The Alberta Department of Culture, Youth and Recreation is now conducting a study of the Langevin Community School Project and would very much appreciate your cooperation.

Your name was provided along with the other teachers who were at the school last year. We would like you to complete the enclosed questionnaire which consists of nine questions mainly related to the impact of the Community School Project on your academic activities.

Your answers will remain confidential and known only to the present researcher. If, for one reason or another, you prefer not to answer the questions, please indicate your reasons on the cover of the questionnaire.

Sincerely,

JEAN-MARC LEMIRE
Research Officer

JML/wlt

APPENDIX M

QUESTIONNAIRE

for

LANGEVIN SCHOOL TEACHING STAFF

1. What do you estimate has been the effect of the Community School Project (or concept) on the short-term and long-term objectives of your courses?

2. What do you estimate has been the effect of the Community School Project (or concept) on the short-term and long-term objectives of your classroom projects?

3. What do you estimate has been the effect of the Community School Project (or concept) on the number of participants in both your courses and in your classroom projects?

4. What do you estimate has been the effect of the Community School Project (or concept) on the attitudes (moods, feelings) and on the behaviour (conduct) of the students of your classroom?

5. What do you estimate has been the effect of the Community School Project (or concept) on your personal attitudes and behaviour as related to the school (students, structure, curriculum, discipline, etc.)?

6. What do you estimate has been the effect of the Community School Project (or concept) on the development of new courses and classroom projects or the deletion of existing courses and classroom projects?

7. What do you estimate has been the effect of the Community School Project (or concept) on the following:

   a) number and quality of the equipment for your courses and classroom projects -

   b) facilities needed for courses and projects -

8. Various types of activities (social, sports, recreation, extension courses) were held in the school between September 1970-71. According to your own observation and judgment, do you think that the organization and coordination of these activities would have been possible without the hiring of a full time "community school director"?

   Yes_____

   No_____

   Uncertain_____

APPENDIX N

LANGEVIN COMMUNITY SCHOOL PROJECT

FINANCIAL AGREEMENT

THIS AGREEMENT made BETWEEN:

THE CITY OF CALGARY, a Municipal Corporation (hereinafter called the "City")

OF THE FIRST PART

- and -

THE BOARD OF TRUSTEES OF THE CALGARY SCHOOL DISTRICT NO. 19 (hereinafter called the "Board")

OF THE SECOND PART

- and -

THE PROVINCE OF ALBERTA, MINISTER, DEPARTMENT OF YOUTH, (hereinafter called the "Minister")

OF THE THIRD PART

WHEREAS it is the purpose of the City through its Parks and Recreation Department to develop, foster, operate and administer a diverse and comprehensive recreation service; and

WHEREAS the Board has adopted a policy of co-operating with responsible authorities in making school buildings and grounds available for community services, provided there is no conflict with the operation of regular school activities and services; and

WHEREAS the residents of Langevin School area, as shown outlined in red on the plan attached hereto, through the Langevin Community Board wish to provide community services (recreation and education) for all residents of the said area; and

WHEREAS the Department of Youth plays a supportive role for maximum availability of such services; and

WHEREAS it is the desire of the City, the Board, the Langevin Community Board and the Minister that there be maximum use of school facilities by the residents of the said area and that research data be compiled and the proposed project evaluated.

NOW, THEREFORE, THIS AGREEMENT WITNESSETH THAT the parties hereto agree as follows:

AUTHORITY

1. That an Authority be established to be known as the "Langevin Community School Authority".

2. The Authority shall consist of three members; a City representative, and Department of Youth representative and a Board representative.

3. That the members of the Authority shall hold office for the duration of this Agreement and shall arrange at the outset for evaluation of the project.

4. The Authority shall:

(a) Consider and approve Budget appropriations prepared by the Community Board.

(b) Meet at least quarterly with the Director and the Community Board.

(c) Meet at the request of two members provided twenty-four hours notice is first given to all members.

(d) Report progress at least annually to the parties.

5. That the said Authority shall be responsible for the funding of the project.

COMMUNITY BOARD:

6. That the Authority shall establish a Langevin Community Board (hereinafter called the Community Board) of not more than nine people which shall be concerned with the program, the management and control of the project through the director, the fulfillment of objectives, program policy and budget development and have general oversight and provide citizen guidance of the program.

7. The Community Board shall be constituted as follows:

(a) three elected from the Langevin School area;

(b) three appointed by Bridgeland-Riverside Community Association; and

(c) three appointed by the Authority who are closely associated with the Community.

8. The Community Board shall report to the Authority on a quarterly basis.

DIRECTOR:

9. A Community School Director shall be appointed by and be responsible to the Authority through the City.

10. The Director shall be an employee of the City Parks and Recreation Department, but his salary and benefits shall be funded through the Budget of the Authority for the duration of this project.

MANAGEMENT:

11. The Director shall be responsible for the management of the project.

12. The management duties of the Director shall include:

(a) Disbursements of funds within budget allotment;

(b) Management and control of the project;

(c) The responsibility for carrying out policy established by the Authority and the Community Board.

BUDGET:

13. That the Parties shall provide funds annually during the term of this Agreement directly to the project as follows to cover salaries, supplies, materials and operations:

City of Calgary	$ 5,000.00
The Board of Trustees of the Calgary School District No. 19	5,000.00
Province of Alberta.	7,000.00
	$17,000.00

14. The City shall establish a trust account for the project.

15. The Director shall present monthly requisitions to the City in accordance with the budget allocations.

16. That the Authority may reject, accept and advise on all written regulations and policies, and may make or request amendments or revisions at regular or special meetings of the authority.

17. This Agreement becomes effective the first day of September, A.D. 1970 and shall continue in force until the 31st day of August, A.D. 1971.

IN WITNESS WHEREOF the parties hereto have hereto set their respective corporate seals attested by the hands of their proper signing officers.

SIGNED, SEALED AND DELIVERED on behalf of the City of Calgary this day of A. D. 1970

THE CITY OF CALGARY
BY:

Mayor

City Clerk

on behalf of the Board of Trustees of the Calgary School District No. 19, this day of A.D. 1970.

THE BOARD OF TRUSTEES OF THE CALGARY SCHOOL DISTRICT NO. 19
BY:

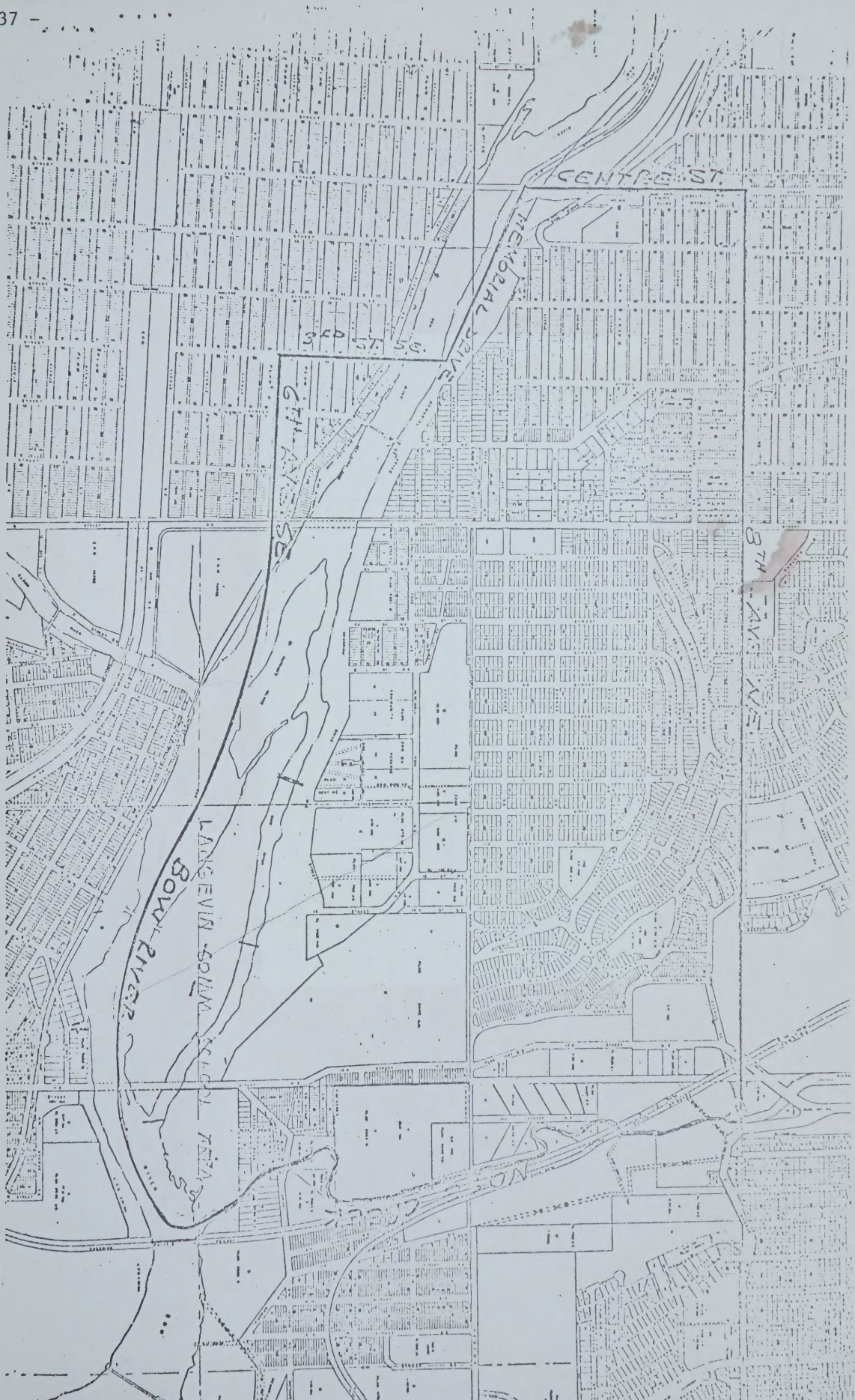
Chairman

Secretary-Treasurer

on behalf of the Province of Alberta Department of Youth this day of A. D. 1970.

PROVINCE OF ALBERTA, DEPARTMENT OF YOUTH
BY:

The Minister


CENTRAL ST.
MEMORIAL DRIVE
34th ST. SE.
34th AVE. SE.
37th AVE. SE.
BOW RIVER
LAKEVIEW GOLF COURSE

DATE DUE			
JAN 6 2000			